DOCUMENT RESUME

ED 097 563 CE 002 342

AUTHOR Alesi, Gladys E.; Brain, Joseph J.
TITLE Resource Manual for Teachers of Non-English Speaking Adults. Fourth Edition.
INSTITUTION American Immigration and Citizenship Conference, New York, N.Y.
PUB DATE Apr 74
NOTE 109p.
AVAILABLE FROM Committee on Education for Citizenship, American Immigration and Citizenship Conference, 509 Madison Avenue, New York, New York 10022 ($2.00)

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS *Adult Education; Adult Literacy; Adult Students; Bibliographies; Citizenship; *English (Second Language); Immigrants; Instructional Materials; *Language Instruction; *Resource Materials; Second Language Learning; *Student Needs; Teacher Developed Materials; Teacher Education; Teaching Guides; Teaching Skills

ABSTRACT

Designed especially for the inexperienced teacher or volunteer, the 35-page manual intends to help the teacher identify appropriate methods and materials for use with adults to whom English is a new language, particularly those who are preparing for citizenship. Prepared by professionally trained, experienced teachers, the resource manual places emphasis on vocabulary and language patterns. An attempt is made to describe in nontechnical terms the specific needs of the student, to clarify the goals of the teacher with respect to such needs, and to suggest some practical techniques for organizing lessons. A 23-page bibliography selectivity lists available material in several categories: (1) principles and methodology, (2) selected American immigration and citizenship conference publications, (3) readings on immigration, integration, and ethnic backgrounds, (4) bibliographies, (5) textbooks for beginners, (6) textbooks for intermediates, and (7) textbooks for advanced students. A 46-page appendix offers drill techniques, a sample placement test, and drill activities. (MW)

BEST COPY AVAILABLE

Resource Manual

for

Teachers of Non-English Speaking

ADULTS

ED 097262

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared by Gladys E. Alesi and Joseph J. Brain
Members of the Committee on Education for Citizenship
of the
American Immigration and Citizenship Conference
509 Madison Avenue, New York, N.Y.10022

Fourth edition - April 1974

TABLE OF CONTENTS

Page

INTRODUCTION

I ADULT STUDENTS-THEIR NEEDS..... 2
Implications for Teachers..... 4
Holding your Students..... 7
Identifying the English Fluency of Students.... 9
Evaluating Student Progress..... 12

II TEACHER PREPARATION..... 15
Knowledge of Methods..... 16
Self Analysis Checklist for Teacher..... 18
A Suggested Sequence of Lexical and Structural Items to be Taught..... 20
Suggestions for Drill Activities..... 22
Planning the Lesson..... 27
Working with Groups..... 32
Selected Bibliography..... 36

APPENDIX

Techniques for Drills..... 60
Sample Placement Test.....104
Drill Activities.....105

IN MEMORIAM

This book is dedicated to the memory of Robert H. Coates, under whose effective guidance the first three editions were prepared. Mr. Coates, director of Adult Education of the Philadelphia's Board of Education and a past president of the National Association of Public School Adult Educators, was Chairman of the AICC Committee on Education for Citizenship, served on AICC's Executive Committee and Board of Directors since the inception of the organization. He gave leadership to a variety of significant projects in behalf of facilitating the way to citizenship of the foreign-born, most notably as Chairman of the group that was appointed by the U.S.Immigration and Naturalization Service to revise the Federal Textbooks on Citizenship.

****

The American Immigration and Citizenship Conference coordinates national interest in United States immigration and citizenship policy. Regarding the newcomer as a valuable asset, it devotes itself to the furthering of action, both public and private, to enable him to achieve the maximum development of his potentialities as an individual and as a new citizen. The Conference's interest extends to the immigrants of yesterday and today, and to the problems of refugees. Through its membership of major civic, religious, educational, labor and social welfare agencies, A.I.C.C. involves the American community in significant local, national and international activities affecting the resettlement of immigrants and their contribution to American life.

****
**

The Committee on Education of the American Immigration and Citizenship Conference serves as a clearing house for information on educational and orientation programs for the newcomer to the continental U.S.A. Through its representative national membership, it is also able to coordinate efforts being made locally in program design for the adult whose native language is not English.

****
**
*

This fourth edition of Resource Materials for Teachers of Non-English Speaking Adults was published with the cooperation of Dr. Eleanor L.Sandstrom, Director of Foreign Languages, School District of Philadelphia.

INTRODUCTION

This booklet is intended to help teachers identify appropriate methods and materials for use with adults to whom English is a new language, particularly those who are preparing for citizenship. The suggestions contained here have been made by professionally trained teachers with a wealth of experience in teaching non-English speaking adults. The tips and techniques included here are designed especially for the inexperienced teacher or the volunteer.

It is based on the theory that effective teaching must be functional, placing emphasis on the vocabulary and language patterns needed by newcomers who are parents, workers and residents of urban communities. Obviously such a small booklet cannot begin to include all that one needs in order to cope with is complex task. But it can help the person who lacks a knowledge of teaching techniques, who is not familiar with new materials, and who needs to know the most effective way to use them in order to foster student learning.

In the sections that follow, an attempt will be made to describe the specific needs of the student, to clarify the goals of the teacher with respect to such needs, to suggest some practical techniques for organizing lessons, and to list available material in several categories. Throughout, it acquaints teacher-helpers with a linguistic approach to the teaching of English without reference to the technical language of this methodology.

I ADULT STUDENTS

Their Needs

Adult newcomers have many general needs arising out of adjustment to the new community. Their primary language need is for the English that will be useful in the practical life situations they encounter in their new environment and in their new jobs. They must make themselves understood as they shop, travel, and seek housing and employment, as they use community and public services, facilities; at the same time, they want to understand their new neighbors' customs, traditions, and life styles.

Content Areas for Lessons Arising from Student Needs

From these general needs, the following content areas for lessons emerge:

1. Family Living

   For Example: Family relationships;housing; clothing; food; health; meals; home furnishings; school; relations to neighbors; entertaining; religious customs.

2. Community Living

   For Example: Education; customs and culture; registration and attendance; other services; police; fire; sanitation; transit; entertainment; sports.

3. Health

   For Example: Medical and dental services; appointments and fees; clinics; hospitals; community health services.

4. World of Work

   For Example: Jobs; job training programs; social security;

unemployment insurance; workmen's compensation

getting along with co-workers.

5. Citizenship

For Example: Participation in government; school meetings; voting; working on community projects.

Some adults have special needs that must be considered in building good relationships between teacher and student. Among your students there may be adults with professional background, persons who must learn English so that they will be employable in related jobs here.

You will want to find out as much as you can about such job requirements and then look for special ways to help students prepare for them. In addition, there may be older men and women who are concerned about their ability to learn at all. Others may have family or health problems, which interfere with efficient learning. Where possible, make referral to appropriate professional services and, by words as well as by your own attitude, indicate your interest and your confidence in each student. Specifically, praise even small accomplishments and show your appreciation of all efforts to progress.

How Adults Learn

Studies of adult learning have indicated that motivation is a very important -- perhaps the most important -- factor in learning. Some psychologists have suggested that wanting to learn compensates for many other disabilities, even those associated with age. With older adults where the peak of learning ability may have passed, there is a definite decline in the ability to remember unrelated facts. However, their judgment and reasoning ability may be at a high point and they will be able to learn meaningful material. Although the speed of perception

declines, experience and persistence may be greater. In fact, we sometimes attribute to age things that have nothing to do with age.

In general, some of the psychological factors of aging that teachers must consider are:

--decline in vision and hearing

--fatigue

--slowing of tempo

If you find these conditions present among your students, you can offset them by:

--avoiding pressures of speed

--being attentive to comfort

--encouraging students about their progress

--providing good lighting - using large writing on chalkborad large pictures and charts

--removing extraneous material from the board when teaching

--speaking clearly, distinctly and at a normal speed

--facing your students at all times

--familiarizing them with the hand signals for individual and choric responses

--keeping classroom door closed during the lesson

--permitting students to pace themselves

--beginning and ending the lesson on time

--alternating rapid drills and dialogues

Implications for Teachers

Whether you teach a new language or any other subject, there are certain principles of learning that you must understand and apply. They include providing a connection with previous learnings, building on motivation, providing variety, appropriate practice and drill, and encouraging application.

Providing a Connection

The learning principle -- always proceed from the known to the unknown -- is particularly important in learning a new language. It is obviously equally important that students see a reason --a connection with their own lives -- for learning something new. For practical purposes, this means that in a drill activity students should be familiar with the standard pattern before changes are instroduced. For example, students should be thoroughly familiar with:

There's a pencil on my desk.

(If the pattern is presented in this way) before having them change to

There's	a	cigarette	on my desk.
		box	
		pen	
		cup	
		etc.	

Building on Motivation - Students who must speak English in order to get along are generally highly motivated. But since learning a language may be a slow process, it is important to keep students from becoming discouraged.

This can be done in the following manner:

- respond to cues that students give you
- don't press concepts that are difficult for the majority of the class
- help students keep records of new words and patterns learned and exercises done
- vary the pace and methodology
- occasionally substitute a lesson based on something current for what you had planned or provide a "lets talk" session weekly
- have students bring in small items like food containers, dishes and utensils for language practice; let the "providers" feel important about their participation
- use pictures frequently; draw your own stick figures

Providing Repetition - In learning a language it is obvious that such repetition is necessary; if not reviewed constantly, words and structures learned one day may be forgotten the next. It is indeed a problem to provide the needed drill without making it monotonous. Practice dialogues can help. The booklet, Teaching Dialogues listed in the section under materials for teachers, is a helpful guide in this area. Follow this pattern in developing your own dialogues for review:

. Asking Directions: Where is the nearest restaurant?

(Supermarket? Drug store? etc.)

Where is the post office? the school?

Can you tell me how to get to _____?

(Subway and bus stop)

- Getting Around: How much is the fare? Does this bus (train) go to _____?
  (Use names of streets in community)
- Registering in School: Where is the nearest school?
  When do I register my children?
  Is there an evening school for me?
- Getting an Apartment (cooperative condominiums): How much is the rent? What is the service charge? How many rooms are there? Are gas and electric included? How long a lease must I sign? Will you paint the apartment? When can I move in?
- Looking for Work: Where is the employment office?
  Do you have any openings for a _____?
  What is the salary?
  Do I get a vacation?
  Are there any health benefits?

Students should be encouraged to apply their new skills. They cannot do this if the language skills are not related to the need for language in their own lives. A teacher who uses textbook materials without adapting them to the needs of the student sitting in front of her is neglecting this important aspect of learning.

Holding your Students ---------Do you have Dropouts?

All too frequently there are adults who register, come to class once or even twice and then quietly disappear never to return. Why does this happen? Can we do anything about it? Some students may leave/drop out of class because of circumstances beyond their control--home situations, illness, etc. However, more frequently dropouts occur for some of the following reasons:

1. Ineffective, irrelevant, time-wasting lessons.

2. Teacher's lack of interest in the group and in each student.

3. Group too large for individualized attention.

4. Student's needs not met.

5. Student has not been made to feel that he <u>can</u> learn and can make progress.

6. Poor equipment and facilities.

7. Loss of interest by the student--lack of ability--skill.

8. Class conflicts with working hours of students (these may change from time to time, job to job).

9. Lack of motivation to learn.

10. Subject matter not pertinent to students' needs.

Thus, dropout can be prevented by observing the following:

1. Begin and end class on time.

2. Plan each lesson carefully.

3. Make sure each student leaves with a feeling of personal accomplishment.

4. Make sure each student participates several times during each session.

5. Provide short snappy units of work; vary the drill activities during each session; make them fun.

6. Involve students in the promotion of class activities (visits to libraries, recruitment of new students, serving as buddies to newcomers, etc.).

7. Plan occasional "offbeat" activities--parties, class "sings", concerts, visits to centers like International House, etc.).

8. Encourage the development of Student Councils.

9. Evaluate progress of each student as frequently as possible.

10. Discuss goals and motivation with each student <u>individually.</u>

<u>If Dropout Still Occurs</u>: Get in touch with absentee after two sessions - express interest in student - arrange individual conference on goals at which you listen, carefully and thoughtfully for hints. You'll be a happier teacher!

Identifying the English Fluency of Students

Correct initial placement of students in class or in a group within a class is essential to the success of the program.

This can be done very simply by administering the Individual Placement Test for Non-English Speakers by Alice Perlman of the Board of Education Staff Development Team (Title III). Mrs. Perlman's test appears in the Appendix. It may be duplicated.

A brief description of how students function at each of the levels described in the sample lessons was prepared by Joseph Brain on the basis of observation of students in a volunteer program of ESL.

Beginning Level

The students have a minimum amount of ability to communicate orally and have difficulty understanding identification, questions and directions. Their total English spoken vocabulary is no more than 100 words. They can do some reading of words but are very poor in reading comprehension. They need many repetitive drills.

Intermediate Level

The student's speech is hesitant. They frequently confuse English vocabulary with words in their mother tongue which sound similar. On the other hand, they also now rely upon the similarity of numerous English words which sound and spell like words in their mother tongue and almost mean the same. The pronunciation of these students is still generally poor except in the most commonly used words. The students want to speak rapidly but flounder. Their spoken structure patterns are still poor and show poor word-order development. The students are very anxious to deomonstrate that they understand when frequently they don't.

Advanced Level

The students can now communicate in idiomatic English expressions. Their reading comprehension has improved and their pronunciation has taken a giant step forward. They are now able to pronounce new words with a minimum amount of assistance. They still need help in intonation. This frequently leads them to embarrassment. Reading is now done primarily silently. Their reading, spelling and written work has improved. The advanced students are very proud of their ability to speak English and be understood. The middle of the term begins to see them on firm English language grounds.

Keeping Student Records

. Attendance

Keeping an accurate attendance record is of utmost importance, particularly for the student. The attendance record is a quasi-legal record. There are times when an immigration authority may want to have proof of the student's attendance in a class. In addition, a court of justice may require proof of where a student was at a particular day and hour. Frequently a school may want to know about a student's progress and hourly attendance in your classes so as to aid them in proper placement. Below is a sample of an attendance record.

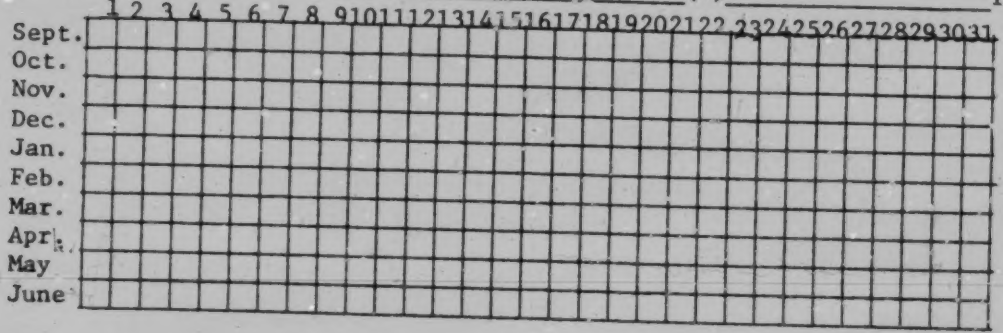
Attendance Card

19___ - ___

Name: Mr.,Mrs.,Miss_____Class_____Room_____

Address_____Phone_____

Teachers (M)_____(W)_____Time_____



(a=absent)
(/=present)

Comments:

Languages spoken:_____Date of Registration_____

Total number of sessions absent_____

Total number of sessions present_____

. Progress

Evaluating student progress

A student's progress should be evaluated at least once a year or whenever a teacher or class change is made. By studying the information given on a form (as below) the new teacher of a particular student will have a good idea of what he or she can do.

TEACHER'S STUDENT EVALUATION FORM

19 - 19

Instructions to teacher: This form is to aid the student's future teacher in knowing the student's strengths and weaknesses early in the school year, so that she may begin to help him immediately. This should be kept in mind while you complete this form and all pertinent information on the student should be included.

STUDENT'S NAME:

TEACHER'S NAME:

PRESENT GRADE LEVEL: Beginning Intermediate Advanced Special Advanced

GENERAL ATTITUDE: (Include such things as willingness to learn, to cooperate, to take directions; contributing to the class; decorum; completion of homework; any other)

ATTENDANCE: (Indicate promptness, attendance record, and any extenuating circumstances contributing to poor attendance.)

STUDENT PERFORMANCE IN PHASES OF CURRICULUM: (Indicate progress, any special areas of difficulty, suggestions for future teacher, special idiosyncrasies, general evaluation. Please answer as completely as possible.)

CONVERSATION: (Planned, unplanned, responses, questions, etc.)

WORD STUDY: (usage, extent of vocabulary, etc.)

STRUCTURE: (grammar, word order, etc.)

PRONUNCIATION: (intonation, etc.)

READING: (comprehension, skills, etc.)

WRITTEN WORK: (spelling, forming of letters, forming sentences, etc.)

Can the student still benefit from our classes? Explain

Use this space for any additional information that may be helpful:

RECOMMENDED LEVEL FOR NEXT YEAR: (Circle)

Beginning:	Lower	Upper
Intermediate:	Lower	Upper
Advanced:	Lower	Upper

II TEACHER PREPARATION

The science of linguistics has made a significant contribution to the body of information on methods and materials in the teaching of non-English speaking adults. But how much technical information is essential to the new teacher whose goal is to help her students learn the new language as quickly and efficiently as possible? Experienced teachers agree on the following fundamental points:

1. Instruction should lead to a mastery of the structure and the sound of English
2. Language control is achieved by repetition and drill of sequentially organized patterns.
3. A knowledge of contrasting structure and sound patterns of the student's native language is helpful in diagnosing areas of difficulty.

The NYC Board of Education bulletin,"Teaching English as a New Language to Adults," listed here under materials for teachers, provides helpful suggestions in this area. While on the subject of materials of instruction, do not be overly concerned if the books that are available to you are not the ones we have recommended in the selected bibliography. Even the most traditional "English" texts can be adapted; cumulative practice drills can be tailored from the patterns suggested here; structure items can be selected for additional drill. And don't worry if you don't have tape recorders to use for practice dialogues; it would be fun to include them occasionally. But you don't actually need such supplementary materials in order to present effective oral lessons.

You probably have available to you a chalkboard and some chalk. If so, use them to draw stick figures, to concretize structure patterns, to illustrate objects not found in the room, to draw students into more active participation, and in many other ways. But even without a chalkboard -- and without funds to buy this equipment -- don't despair! You can plan meaningful drills for your students; you can be creative in finding ways for your students to achieve those skills we have consistently emphasized here, in order of importance, LISTENING
READING
SPEAKING
WRITING.

In fact--

YOU DON'T NEED A CHALKBOARD TO:

1. Develop the ability to listen.
2. Develop the ability for comprehension (on a more advanced level - to listen critically).
3. Use intonation that will help to clarify meaning.
4. Develop ability to distinguish between hearing and listening.
5. Find the main idea of what is being said even though your students don't understand every word.
6. Develop ability to participate in group discussion.
7. Develop ability to use printed materials, newspapers, applications, appointment cards, clinic cards, etc., (they carry these with them most of the time).
8. Develop ability to use the telephone as a means of communication.
9. Develop ability to interpret and describe personal experiences, for information and enjoyment and for self-preservation.
10. Develop ability to follow directions.
11. Develop ability to locate information quickly, ex. the telephone directory.
12. To become familiar with community services.
13. Develop the ability to recognize the value of safety rules and regulations.
14. Develop the ability to understand symbols and signs the students see each day, (ex., maps, symbols concerning safety, the cross for emergency first aid, traffic signs, etc.).
15. Develop ability to fill out forms, job applications, s.s. forms, medicare applications, welfare forms, rental applications, sick leave request, clinic applications, registration forms for school, etc.

16. Develop ability to seek assistance in an emergency.

17. Develop ability to "give all the facts" when making an emergency call.

18. Develop the ability to recognize detail through oral listening experiences.

19. Develop the ability to use correct word order.

20. Develop the ability to speak clearly, using good pronunciation and volume.

21. Develop the ability to maintain poise before a group of people with reference to rate of speaking, appropriate dress, importance of eye contact.

22. Develop the ability to sense emotions and moods through use of words and type of delivery.

23. Develop the ability to realize that as an individual improves in the ability to observe, listen, and speak, he expands his participation in social and educational activities.

24. To raise the level of self-worth.

BUT YOU DO NEED TO LOOK at your self objectively.

YOU DO NEED TO PLAN GRADED lessons around a logical sequence of structure patterns. (see page 20)

AND YOU <u>DO</u> NEED to know how to use drills (see page 22)

A Self-Analysis Checklist for the Teacher

The resourceful teachers periodically asks herself the following questions:

How Do I Manage My Classroom?

- Do I arrive in my classroom regularly on time!! Is my attendance regular?
- Do I keep my records carefully? Is my attendance record complete? Am I systematic?
- Do I have my plans for the sessions' work? Do plans show definite aims and progress?
- Do I begin teaching promptly at time set for opening? Are my materials ready for the pupils?
- Are my students' notebooks well kept? Is the material in them worthwhile for them to keep?
- Is the atmosphere of my room when class is in session active and alive? Is there cordiality, friendliness, and cheerfulness? Is it suitable for adults? Is my classroom well ventilated and cool?

How Do I Relate to Others?

- Do I cooperate with my co-workers?
- Do I have a professional attitude towards adult education?
- Do I appear well before my class? Is my appearance attractive and colorful? Or is it drab and dreary? Do I create an informal, relaxed atmosphere?
- Am I sympathetic and understanding, gracious, cheerful, vivacious, adaptable, well-poised? Have I a sense of humor?
- Am I physically and mentally alert?
- Is my teaching forceful, definite, stimulating, active, well-balanced in the phases of the session's program?
- Do I understand individual pupil's limits? Do I encourage slow pupils?

How Do I Communicate With My Students?

- Have I thought of new methods and materials?
- Do I vary my teaching techniques and change the pace of my class readily to keep my students interested and alert?
- Do I have definite aims of accomplishment for each student?

. Do I stop to evaluate the strong and weak points of my lessons?

. Do I leave sufficient time for drill and review?

. Have I used pertinent illustrative material?

. Is my lesson relevant to the students' needs?

A Suggested Sequence of Lexical and Structural Items to be Taught

1. This is (with objects in the classroom) That is (mark items around room)

Mr._____ Mrs._____

2. Statements with parts of verb "to be" I'm a _____.

I'm a teacher You're a student He's a doctor

Reverse order questions with forms of "to be" yes/no

3. Polite Forms

Greetings Hello, Mr. Rivera, etc. Please Thank you Good Morning Good Afternoon Good Night Name & Address

4. Ordinal Numbers - Plural forms. These are pencils

These are books etc.

5. "What" questions

6. Possessive adjectives - my, your, his, her, our, their

That's my book etc.

This is my name - This is my address - This is my telephone number

other adjectives - eg. First - Last

This is my first name. This is my last name.

adjectives of color

7. Telling Time - What time is it?

A quarter after _____ A quarter to _____ Half Past _____

8. Other Questions - Questions with "how"

How are you? I'm fine, thanks.

How much is that? It's a dime - quarter - dollar

9. Days of the week It's Monday, etc.

10. Prepositions - on - in - at "where" question

11. Predicate adjectives - The room is hot

12. Intensifiers - very - too

13. Helping verbs - tag answers

Do you want coffee? Yes, I do. etc.

14. Articles - difference between <u>a</u> and <u>the</u>

Indefinite article - a and an (use with occupations)

I'm a teacher.

You're a dentist.

He's an engineer.

Definite article - the - the only one

I'm the teacher. This is the class. That is the wall.

15. Object pronouns - with or without prepositions

16. Adverbial modifiers - frequency words.

17. <u>Mass</u> and <u>count</u> nouns use of any in questions and with negatives

Do you have any	cigarettes
	tea
	books
	sugar
	money
I don't have any	coffee
	butter
	milk
	etc.

Suggestions for Drill Activities - In the Appendix you will find some sample lessons providing situations and drills on patterns which non-English speaking adults find difficult. Obviously such drills are essential, but they should not be limited to single sentences repeated over and over. They should be varied, goal-directed, and executed with verve and at a snappy tempo. Here are three generalizations that may help you in using drills:

(new and review)

1. Use real situations with learned language structures. DO NOT INTRODUCE into the drill anything that has not been taught. For example, it may be quite natural for you to say, "How do I get to the subway?" However, with beginners, who are not familiar with "How do I ---etc.? the drill would probably be based on the "Where is the_____?" form.

2. Teach those structures that are really needed by adults i.e., those actually used by native English-speaking persons in the same circumstances as your students. For example, we say,

I'm going to watch the Late Show tonight.
NOT I shall watch the Late Show tonight.

3. Alternate unison and individual responses. Use hand signals to indicate to the students when they are to respond or to repeat. Have students ask each other to respond also.

Some basic signals are: Hold out both arms to ask for full class response. Point to a student to ask for an individual response.

Shake head for "No"
Nod head for "Yes"

Finger on lips - listen, don't speak. Upward arm movement for rising intonation. Downward arm movement for falling intonation.

Snap fingers - Stop

In the lesson materials there are examples of your main types of grammar exercises (drills). So that you may develop your own appropriate exercises for these patterns, they are described below:

1. Repetition Drills

   Students repeat sentences after teacher - in unison and individually.

   Teacher: I'm learning English.

   Student: I'm learning English.

   Then teacher uses other words - eg. - I'm learning Spanish.

   I'm learning history.

2. Substitution Drills

   Teacher presents model - I want a job. Students repeat.

   Then teacher cues in what is to be substituted, "he"

   eg. I want a job. He He wants a job.

   Students say: I want a job. He wants a job. etc.

3. Transformation Drill

   Teacher gives sentence and indicates changes. eg. change to negative.

   I drink coffee.

   Students say - I don't drink coffee or change to question

   Teacher: I'm late

   Students: Am I late? etc.

4. Directed Action Drills

   Teacher points to individual and says:

   Teacher: Ask Mr. Rivera if he wants coffee?

   Mr. Rivera: Yes I do.

   Teacher: Ask Mrs. Loo if she takes cream and sugar? etc.

With advanced students, include:

EXTENDED CONVERSATION PRACTICE

Students are presented with a situation to which they are asked to respond. For example:

> One traveling teacher reports: Two people are getting on the bus - the bus driver says that one did not pay.

Students take the part of these three people.

What do the people say?

Vocabulary must be reviewed and students are expected to utilize structure already taught.

In general, avoid rules. We have found two that students remember and find helpful are:

NOT is never the second word in a sentence

You can never use two of the following words next to each other in a sentence

the

a - an

this - that

one

each

my

your

our

his - her

their

Remembering these, students are helped to avoid errors like

We not have the books.

That is the my book.

Teaching Pronunciation and Intonation

Practice in the pronunciation of the sounds of English must be provided on a regular basis. It is advisable to begin with those sounds that present the greatest difficulty to non-English speaking students. Use one-syllable words with the long vowel sounds to begin:

may say be he she we no go so use etc.

I my

Present difficult sounds in pairs.

EXAMPLE: hat and hot Use each in context.

Ask students: Do you hear the difference?

Show how each sound is produced.

Have students use in context.

Encourage students to bring hand mirrors to class so that they can see themselves as they speak.

Intonation and stress should be taught from the beginning.

Your patterns of speech should serve as models of normal speech.

Use the contour marks that appear in the texts for each lesson that is presented.

Reading - This should be oral reading after the aural-oral practice in order to reinforce the structures and pronunciation patterns introduced. It must be tested for comprehension, orally at the beginning level.

Writing - Students should keep notebooks in which they write material that has been covered orally. In addition, opportunity should be provided for guided writing practice of applications, forms, reports, checks, etc., when appropriate to the lesson.

Planning the Lesson

Every meeting with the class should be carefully planned. Daily plans should be kept in a special notebook and should include the following essentials:

GOAL — What do I expect students to be able to do at the completion of this lesson?

CONTENT — Development - Dialogue, etc.

NEW STRUCTURE DRILL

MATERIALS USED

TIME ALLOTMENT

FOLLOW-UP

The first step in lesson planning begins with a diagnosis of the needs of the particular group. In the front of your lesson plan notebook, list the basic communication and literacy skill which your class needs to work on Here are some suggestions:

1. Oral Communication (understanding and answering in English)

   Basic expressions and greetings
   English names of common objects
   English verb structures, especially the past tense
   Simple sentences, the position of adjectives, pronouns
   Pronunciation, intonation
   Asking and answering English questions:
   where?, what?, who?, etc.: do?, did?
   Simple conversations, dramatizations, group discussion

2. Reading

   A basic sight vocabulary of common words
   Simple sentences
   Categorising names of objects under
   collective nouns, word recognition and
   word attack skills; (whole words)
   phonetic, syllabification, book words,
   prefixes, context word families
   Alphabetizing
   Reading paragraphs, reading for the answer,
   comprehension, reading textbooks,
   magazines, newspapers, books.

3. Writing

Letters, words, numbers, improving bad writing, filling in missing words, completing sentences, capitalizing, punctuation, writing answers, paragraphs, letters, creative writing, etc.

4. Numbers

Counting, counting in English, pronouncing English numbers, (14 or 40)
Reading numbers and money names
Tens, concept of number places
Addition, carrying + 0
Subtraction, borrowing, - 0, 0 -
Multiplication, X0, X1, division, remainders
Understanding problems in English
Measurement
Fractions, percentages, etc.

A kit of materials is an essential for many language drill activities. It may simply consist of a paper bag containing, for example, a pin, a pen, a match, a cigarette, a card, an envelope with a stamp on it. Such a kit may be used to practice "What is it?" and "Where is it?"

A well-planned lesson begins and ends on time but is not so rigid that individual conferences are not possible before or after class.

Sample Lesson

I. FOR A BEGINNING GROUP - See Appendix for Additional Sample Lessons

Specific Aims

1. To review question "Do you have?"

2. To teach negative of verb "to do" in simple present tense for first person singular and first, second, third persons plural:

I)		
We)		don't have
you)		
they		

3. To follow-up with various verbs:

I)		need	teach	go	
We)	don't	read	speak	like	etc.
you)		see	take	eat	
they					

4. To reinforce newly learned pattern.

5. To teach pronunciation of "a" -

as in "back" - Say "egg" - then throw the head back for position of short a sound, as in hat, have, has, back

as in "ache" - Say e as in met

Say e as in need

Say them together for long a sound as in ache, take, say, may, etc.

6. To teach vocabulary related to Clinic visits.

7. To culminate with meaningful drill.

Sample Lesson - Intermediate Class

Specific Aims

1. To reinforce use of the future tense.

2. To develop comprehension of the written form.

3. To develop meaningful discussion.

Material Pictures of Columbus, the Columbus Day parade, etc.

Map of the world

Vocabulary

holiday	sales
today	tomorrow
celebrate	sailor

Words to designate the future:

tomorrow
next week, month or year
later
afterwards

Procedure Elicit from class:

1. Today's date
2. Tomorrow's date
3. Name of tomorrow's holiday

Pattern
Today is October 11, 1967
Tomorrow will be October 12, 1967
Tomorrow will be Columbus Day

Dialogue Have class repeat after you.

a. Who was Christopher Columbus?
b. He was an explorer.
a. What did he discover?
b. He discovered the New World.
a. How do we celebrate his birthday?
b. We have a parade on Columbus Day.
a. How else do we celebrate his birthday?
b. The schools are closed on Columbus Day.
a. How else do we celebrate his birthday?
b. The banks are closed on Columbus Day.
a. How did Christopher Columbus come to the New World?
b. He came on a ship.

Have class pick out sentences that answer the following questions and have volunteers read the sentences aloud:

1. When is Columbus Day?
2. Are the schools open on Columbus Day?
3. Are the banks open on Columbus Day?
4. Are the stores open on Columbus Day?
5. Why do we celebrate Columbus Day?
6. What country did Columbus come from?

Map: Point out on map where Columbus landed, where he came from, etc.

Locate on map areas where the students came from.

Extended Activities

Elicit from class some common signs they see each day.

Exit	-	Entrance
Keep Out	-	No Admittance
Walk	-	Do Not Walk
Push	-	Pull
Closed	-	Open

Bring in oaktag signs.
Have class read these aloud.
Have individuals read aloud.
Have volunteers act out these signs.

Lead a class discussion on communication with signs - e.g. gestures, shapes, color, etc.
Have volunteers demonstrate.

Culminating Activities

1. Report on the Columbus Day parade by a student. (oral)
2. Have class bring in newspaper and magazine pictures and articles about the holiday.
3. Have class bring in pictures of signs.

Working with Groups

The chances of an adult class being homogeneous are very slim. And since it is necessary for every person to feel that he has accomplished something every day, it is important to plan both individualized and group work daily. The first task is to diagnose the differences in the students with respect to the following criteria:

previous educational background

reading level in English

vocational goals

This assessment may be made informally by personal reaction; on the basis of needs indicated it is advisable to keep a permanent file on each student, showing progress toward these goals.

Some techniques for working with heterogeneous classes are presented here. The creative teacher will find some that may be adapted to her special needs.

1. Establishing a system for individualized work
   a. Establish an atmosphere for learning based on the acceptance of individual differences in abilities, needs and learning rates, and the fact that each can learn from and teach someone else.
   b. Establish an atmosphere of responsibility for helping each other and accepting help and correction.
   c. Assign ongoing individual tasks to help the classroom run smoothly and involve each student through participation (and as a learning experience.)

Suggestions:

absentee chart
date and weather chart
consumer information
welfare needs information
check receipts
a class diary
trip planning
displaying good work
Library books
the closet
the blackboard
collecting coffee money
making coffee
current events

d. Let individuals choose trip assignments, plan for, take notes, gather facts, and report on special areas after the trip.

e. Develop a series of classroom projects for small groups or individuals involving learning, drilling and utilizing needed skills.

f. Collect materials, especially realia, prepare materials like flash cards, question sheets, fill-in forms, models, instruction sheets.

g. Mimeograph if possible.

Keep everything for future use.

h. Make a daily program sheet to include names of all students.

SAMPLE LESSON FOR HETEROGENEOUSLY ORGANIZED CLASS

This lesson has an underlying theme, "Buying Clothes", because it is a common problem and the culminating activity was a trip to a Thrift Shop, with practical results. Other themes might be used relating to the basic areas:

1. Consumer education
2. Family living and child development
3. Health and nutrition
4. Practical government

Specific learning activities involved:

1. Matching clothes and flash cards.
2. Using names of clothes and relevant materials.
3. Writing names of clothes on pictures of clothes.
4. Categorizing names of clothes under headings; winter, summer clothes, underwear and a pair of _____.
5. Making a written list of their clothing:
   I need _____ for _____.
6. Writing a letter to their caseworker.
   (from a model or filling in a form, asking for clothing grants)
7. Dramatizing a conversation on a toy telephone, asking their social worker for clothing.
8. Reading, discussing and answering questions in a small group on a pamphlet on buying children's clothes or a textbook unit.
9. Reading the newspaper for specials on clothing.
10. Reading a subway map and map of 3d Ave. Thrift Shops.
11. Reading from the class library: simple books on dressmaking, fashion magazines, a catalog, etc..
12. Counting objects, reading numbers and amounts of money.
13. Addition and subtraction practice:
    adding shopping lists, subtracting for change.
14. Multiplying to get total cost of purchases and other problems, dividing money between individuals, etc.
15. Using measurements.

Conclusion:

"What did you learn today that you can use, Mrs.X?" Students should find what they learn in class can be used to solve immediate problems. They should go home each day feeling that they have been successful in some area and that they have started to overcome their individual deficiencies and cope better with their environment language.

Division of Lesson Time

a. First 1/2 hour - ongoing individual tasks, activities; writing practice

   1. Informal English conversation on news, weather, absences activities, coming events.

   2. Review.

   3. Oral drill.

b. 1 hour group work at assignments as individuals or in small group. Teacher circulates, conducts oral group, teaches basic concepts. Listens, corrects, selects leaders of groups or helpers.

c. Coffee break - individual problems, phone calls, advice, roll book.

d. 45 minutes - change of activities - 2nd assignment - those who finish have extra work reviewing, making a chart, helping someone, dramatizing a conversation, creative writing, translating newspaper headlines, planning, spelling, etc.

e. Last 1/2 hour - culminating activity - sharing of what each learned, reporting group conclusions. Plans using learning in oral communications, suggestions for future lessons.

MATERIALS FOR TEACHERS

SELECTED BIBLIOGRAPHY

The material in this bibliography is not meant to be exhaustive. It has been selected and prepared with a primary purpose of helping those who are interested in the field and may, or may not, be professional teachers of English for foreign-born adults.

SELECTED BIBLIOGRAPHY

A. PRINCIPLES AND METHODOLOGY

Aarons, Alred C. "Tesol Bibliography" Florida F.L. Reporter, 5:14-15, 18-20 (Spring 1967)

Adams, Duane A. "Materials and Techniques in Teaching English as a Second Language" Modern Language Journal, December 1957, pp 376-383

Alatis, James E. ed. Linguistics and the Teaching of Standard English to Speakers of Other Languages or Dialects, No. 22 Georgetown University Monograph Series on Languages and Linguistics, Washington, D.C. 1969

Allen, Harold B. Applied English Linguistics-Appleton, Century, Crafts

Brock, Madalyne - Manual for English Instruction to the Foreign Born 1954 Naturalization Council of Greater Kansas City

Cabrera, Patricia - Hefferson Handbook for Teachers of English to Non-English Speaking Adults, 1969 Center of Applied Linguistics, Washington, D.C.

Cass, Angelica and Crabtree, Arthur - Adult Elementary Education, 1956 Noble and Noble, New York

Cochran, Anne Modern Methods of Teaching English as a Foreign Language 1955 Educational Services, Washington, D.C.

Croft, Kenneth ed. "Readings on English as a Second Language" Winthrop Publishers, Inc., Cambridge, Mass., 1972

Finocchiaro, Mary Teaching English as a Second Language, 1958 Harper, New York

Finocchiaro, Mary English as a Second Language from Theory to Practice 1966 Regents

Gardner, R. C. and Lambert, W. E. "Attitudes and Motivation in Second Language Learning" Newbury House Publishers, Rowley, Mass. 1972

Hannessian, Sirarpi ed. Selected List of Materials for Teachers of English to Speakers of Other Languages Center for Applied Linguistics 1967

Institute of International Education English Language and Orientation Programs in the U.S. TESOL Georgetown University, Washington, D.C.

Kreidler, Carol J. On Teaching English to Speakers of Other Languages Champaign, Ill. National Council of Teaching English 1966

Lado, Robert and Fries, Charles C. English Pattern Practices 1958, Edwards Bros., Inc. Ann Arbor, Michigan

Language Development Ford Foundation

Marckwardt, Albert H. "Teaching English as a Foreign Language" "A Survey of the Past Decade" The Linguistic Reporter, Supplement No. 19 (Oct. 1967)

Organizing and Teaching an Adult English Language and Americanization Program United Services for New Americans Inc., 15 Park Row, New York

Orientation for English Instruction for Students from Other Lands. Bulletin No. 8 1950 Marguerite L. Emmons, Office of Education, F.S.A.

Pedtke, Dorothy A., Bernardo Erwin, Malkoc, Anna Maria - Reference list of Materials for English as a Second Language Supplement 1964-1968 Center for Applied Linguistics 1969

Politzer, Robert L. and Politzer, Freida "Teaching English as a Second Language" Xerox College Publishing Co. 1972

Rivers, Wilga M. Teaching Foreign Language Skills, University of Chicago Press 1968

Tenes A Survey of the Teaching of English to Non-English Speakers in the U.S.

Shuy, Roger W. ed. "Some New Directions in Linguistics" Georgetown University Press, Washington, D.C. 1973

Stevick, Earl W. - Helping People Learn English, 1955, 1957. Abingdon Press, N.Y.

Valette, Rebecca M. Modern Language Testing, A Handbook - Harcourt, Brace & World 1967

Teaching English as a New Language to Adults
Board of Education City of New York 1963

B. SELECTED AMERICAN IMMIGRATION AND CITIZENSHIP CONFERENCE PUBLICATIONS

News -- A bi-monthly newsletter containing information on a wide cross-section of aspects of immigration and refugee problems and activities; also summarizes Congressional developments. Yearly subscription $7.50, individual copies $1.50.

The Immigration Act of 1965 and Other Recent Changes -- A comprehensive Fact Sheet summarizing major provisions of the law; includes occupational schedules in connection with labor certification provisions. April 1970 edition. 15 cents per copy; 10 cents per copy for 100 or more.

Guide to Practice Requirements for Foreign-Trained Professionals in the U.S.A. -- Third edition, October 1968. $2.00 per copy, $1.50 for each for 10 or more.

Bibliography and Suggestions on the Teaching of English and Citizenship to Non-English Speaking Adults -- Revised edition, April 1970. Ed. Gladys Alesi. $1.00 per copy; 75 cents each for 10 or more.

Using Visual Aids, A Compilation of Materials to Enrich Instruction in English and Citizenship. -- Revised edition. Ed. Gladys Alesi, $1.00 per copy; 75 cents each for 10 or more.

Initial Integration: Programs and Concepts in the Resettlement of Immigrants and Refugees by American Voluntary Agencies -- by William S. Bernard and the AICC Committee on Integration; January 1969; 32 pp. $1.50 per copy, $1.00 each for 10 or more.

Refugees in Philadelphia -- A Sample Study of Selected Aspects of Their Adjustment in a New Land -- 20 pp. Prepared by the Philadelphia Study Committee on Refugee Integration and AICC Committee on Integration (1962). 50 cents per copy, 25 cents each for 10 or more.

Doubly Uprooted -- Dutch Indonesian Refugees in the United States. A sample study by the AICC Committee on Integration, 1965, 20 pp. 50 cents per copy, 25 cents each for 10 or more.

Immigration Research Digest -- Bi-annual review of publications on immigrants and immigration (1960-1969). Edited by Professor E. P. Hutchinson, University of Pennsylvania. Published by the Population Studies Center, Department of Sociology, University of Pennsylvania, with the cooperation of the AICC Committee on Research and Studies. Limited copies of Vols. 1-17 available. 50 cents per copy.

The American Community and the Immigrant -- by Ruth Z. Murphy and Sonia Grodka Blumenthal. Reprinted from The Annals of the American Academy of Political and Social Science. Philadelphia, Vol. 367 (September 1966), pp. 115-120. 25 cents per copy.

. . . . . .

C. READINGS ON IMMIGRATION, INTEGRATION, AND ETHNIC BACKGROUNDS*

A History of Immigration

Abbott, Edith. Historical Aspects of the Immigration Problem. University of Chicago Press, Chicago, 1926. Compilation of some 200 documents on the causes, economics, assimilation, problems and public relations of immigration. An early classic.

Adamic, Louis. From Many Lands. Harper & Bros., New York, 1941. Popular but sound review of the diverse immigrants to the U.S., by a noted immigrant himself.

Bentwich, Norman. The Rescue and Achievement of Refugee Scholars. Nijhoff, The Hague, 1953. Subtitled "The Story of Displaced Scholars and Scientists 1933-1952," it is a meaningful and moving account of these refugees.

Bernard, William S. Doubly Uprooted. American Immigration and Citizenship Conference, New York, 1965. Brief report of a major study on Dutch Indonesian refugees who resettled in the United States.

Bernard, William S. Refugees in Philadelphia. American Immigration and Citizenship Conference, New York, 1962. Brief report of a major study on refugees from diverse countries who resettled in Philadelphia.

Brown, Lawrence G. Immigration: Cultural Conflicts and Social Adjustments. Longmans, Green & Co., New York, 1933. Fine survey of immigration and its social consequences. Could also be listed under Process.

Corsi, Edward. In the Shadow of Liberty: The Chronicle of Ellis Island. The Macmillan Co., New York, 1935. How immigrants were admitted to the United States and what it means to them, by a former immigrant who became Commissioner of Immigration at Ellis Island.

Davie, Maurice R. Refugees in America. Harper & Bros., New York, 1947. The saga of the post-World War II refugees to the United States, who they were and what they were like.

Davie, Maurice R. World Immigration. The Macmillan Co., New York, 1936. History and analysis of modern immigration, with special emphasis on the United States. Excellent coverage. Could also be listed under Process and Groups.

Fermi, Laura. Illustrious Immigrants: The Intellectual Migration from Europe, 1930-1941. University of Chicago Press, Chicago, 1968. History of intellectual refugees from Hitler who resettled in the United States, by the wife of one who helped develop the atom bomb. Also could be listed under Biographies.

Handlin, Oscar (ed.). Immigration as a Factor in American History. Prentice-Hall, Englewood Cliffs, N.J., 1959. Outstanding papers on immigrant backgrounds, organization, political activities, cultural contributions, Americanization and restrictions on their admission.

Hansen, Marcus L. The Atlantic Migration, 1607-1860. Harvard University Press, Cambridge, 1940. Classic survey of colonial, early and middle periods of migration to the United States.

***This section prepared by Dr. William S. Bernard**

Memo to America, the DP Story: The Final Report of the United States Displaced Persons Commission. Washington, D.C., 1952. The official report of the admission of DP's to the United States after Congress was pushed into opening the gates to some of Hitler's victims.

Rolvaag, O.E. Giants in the Earth. Harper & Bros., New York, 1929. Fictional account of Norwegian immigrants and their hardships on the Dakota prairies. Great and moving literature. Also could be listed under Process, Biographies, and Groups.

Wittke, Carl. We Who Built America. Prentice-Hall, New York, 1940. The overall story of immigration with emphasis upon the different ethnic groups, by a master historian. Could also be listed under Groups.

Process

Adams, Romanzo. Interracial Marriage in Hawii. The Macmillan Co., New York, 1937. How different ethnic and racial groups intermarry, helping to create cultural pluralism.

Adams, Walter (ed.). The Brain Drain. The Macmillan Co., New York, 1968. Articles analyzing why it occurs and case studies of its effects.

Barron, Milton L. Minorities in a Changing World. Alfred A. Knopf, New York, 1966. The role of both International and internal migrants in American society, and their interethnic relations and problems.

Bernard, William S. (ed.). The Americanization Studies (10 vols.). Patterson Smith, Montclair, New Jersey, 1971. A re-publication of the famous Carnegie Corp. Studies of the 1920's, with new introductions and up-dating commentary, covering immigrant education, neighborhoods, culture, role in agriculture, health, family life, press, naturalization, problems with the law, and role in the American economy.

Bernard, William S. The Dynamics of Immigrant Integration and Ethnic Relations. American Immigration and Citizenship Conference, New York, 1972. Major papers presented over the last 10 years at AICC's "seminars" on integration highlighting different aspects of the integration of immigrants and increasing concern over ethnicity today. A summary version of this work is presented in separate format as Immigrants and Ethnicity.

Bernard, William S. Initial Integration. American Immigration and Citizenship Conference, New York, 1969. Description of the practical programs and analysis of the concepts underlying them of major American agencies resettling immigrants and refugees.

Berry, Brewton. Race and Ethnic Relations (3rd Edition). Houghton Mifflin Co., Boston, 1965. The nature and significance of stratification, segregation, pluralism and other aspects of the post-migration process.

Borrie, W.D. The Cultural Integration of Immigrants. Unesco, Paris, 1959. Summary of major explanations advanced and conclusions reached about the process of integration by worldwide experts at a Unesco conference.

Brady, Eugene B. Behavior in New Environments: Adaptation of Migrant Populations. Sage Publications, New York, 1970. Why migrants change, and its importance.

Cirtautas, K.C. The Refugee: A Psychic Study. Meader Publishing Co., Boston, 1957. Brief but excellent outline of the psychological effects of homelessness on the refugee.

Gordon, Milton M. Assimilation in American Life. Oxford University Press, New York, 1964. Authoritative survey of how immigrants of different racial, religious and ethnic backgrounds became part of America, from the days of the Melting Pot theory to cultural pluralism.

Handlin, Oscar. The Uprooted. Little, Brown and Co., Boston, 1951. Pulitzer Prize-winning account of immigration to the United States by the Harvard expert in migration history.

Higham, John. Strangers in the Land: Patterns of American Nativism, 1880-1925. Rutgers University Press, New Brunswick, N.J., 1955. Outstanding portrayal of xenophobia at work, unfortunately not yet confined to that period.

Hutchinson, Edward P. Immigrants and Their Children, 1850-1950. John Wiley & Sons, New York, 1956. The occupational characteristics, distribution and economic role of the second generation, detailed by a top sociologist.

Jerome, Harry V. Migration and Business Cycles. National Bureau of Economic Research, New York, 1926. Still an excellent analysis of the interrelationship of economic fluctuations and the rise and fall of migration rates.

Kallen, Horace M. Cultural Pluralism and the American Idea. University of Pennsylvania Press, Philadelphia, 1956. Restatement of what cultural pluralism is and what is means by the distinguished philosopher who coined the term over 60 years ago.

Riis, Jacob. How the Other Half Lives. Charles Scribner's Sons, New York, 1902. Classic first-hand account of ghetto life of immigrants.

Rose, Arnold M. and Caroline B. (eds.). Minority Problems. Harper & Row, New York, 1965. Revealing readings on migrant minorities, forms of discrimination against them, and possible remedies.

Thomas, Brinley. Migration and Economic Growth. Cambridge University Press, Cambridge, 1954. Definitive analysis of the interrelationship by international expert on the subject.

Tripp, Eleanor B. To America. Harcourt, Brace & World, New York, 1969. Brief but realistic accounts of why immigrants from nine towns in Europe, Africa, Asia, and Latin America left their homes and came to America. Written especially for junior-high and high-school social studies classes.

Williams, Robin M., Jr. Strangers Next Door: Ethnic Relations in American Communities. Prentice-Hall, Englewood Cliffs, N.J., 1964 The nature and consequences of ethnocentrism, prejudice, conflict, interaction, and social change, by a leading sociologist.

Biographies

Adamic, Louis. Laughing in the Jungle: The Autobiography of an Immigrant in America. Harper & Bros., New York, 1932. Best seller of its day, by an intelligent, observant and articulate immigrant.

Antin, Mary. The Promised Land. Houghton Mifflin Co., Boston, 1912. The promise and the reality as seen by an early newcomer.

Handlin, Oscar (ed.) Children of the Uprooted. George Braziller, Inc., New York, 1966. First-hand accounts of their progress and problems, told by representative second generation immigrants.

Panunzio, Constantine. The Soul of an Immigrant. The Macmillan Co., New York, 1921. Candid, moving story of how a young Italian immigrant made out in the New World.

Groups

Babcock, Kendrick C. The Scandinavian Element in the United States. The University of Illinois, Urbana, Ill., 1914. Why they came, where they went, and how they adjusted.
(The above anotation will also apply to all other books in this Groups category unless otherwise specified or additional facts require mentioning.)

Balch, Emily Greene. Our Slavic Fellow Citizens. Charities Publishing Committee, New York, 1910.

Blegen, Theodore C. Norwegian Migration to America. The Norwegian-American Historical Assoc., Northfield, Minn., 1931.

Burgess, Thomas. Greeks in America. Sherman, French and Co., Boston, 1913.

Glazer, Nathan and Moynihan, Daniel P. Beyond the Melting Pot (2nd edition). The M.I.T. Press, Cambridge, Mass., 1970. Treats of the Negroes, Puerto Ricans, Jews, Italians and Irish in New York City.

Gordon, Milton M. (ed.) . Ethnic Groups in American Life Series. Prentice-Hall, Englewood Cliffs, J.J., 1968--. The groups represented so far (1973), each in a separate volume by an appropriate expert, include Black, Indian, Japanese, Jewish, Mexican, Puerto Rican, and White Protestants Americans.

Grebler, Leo, Moore, Joan W., and Guzman, Ralph. The Mexican American People . Free Press, New York, 1970.

Lee, Rose Hum. The Chinese in the United States of America. Hong Kong University Press, Hong Kong, 1960.

Novak, Michael. The Rise of the Unmeltable Ethnics. The Macmillan Co., New York, 1972. Deals with the American Poles, Italians, Greeeks, and Slavs, and their ethnic relations, frictions and strategies for improvement, with respect particularly to American Blacks and Wasps.

Saloutos, Theodore. They Remember America: The Story of the Repatriated Greek- Americans. University of California Press, Berkeley, Cal., 1956. What happens to immigrants who go back to their original homeland.

Senior, Clarence. The Puerto Ricans: Strangers-- Then Neighbors Quadrangle Books, Chicago, 1965.

Spicer, Edward H. Impounded People: Japanese Americans in the Relocation Centers. The University of Arizona Press, Tucson, Arizona., 1969. The shameful story of our concentration camps for Japanese Americans in World War II.

Thomas, Piri. Down These Mean Streets. Alfred A. Knopf, New York, 1967. Compelling account of how Puerto Ricans in New York, citizens by law by aliens culturally, grow up. Could also be listed under Biographies.

Wibberley, Leonard P. O'C. The Coming of the Green. Henry Holt and Co., New York, 1958.

Policy

Bernard, William S., American Immigration Policy: A Reappraisal. Harper & Bros., New York, 1950. An analysis of American policy in the discriminatory days of preferential treatment for certain nationalities, and an examination of the economic, political and social factors involved in a sound policy.

Divine, Robert A. American Immigration Policy, 1924- 1952. Yale University Press, New Haven, 1957. A history of the different policies puersued by America up to 1952, with an account of the political motivations and machinations behind them.

Law

Bernard, William S. (ed.). Guide to Practice Requirements for Foreign - Trained Professionals in the U.S.A., (5th edition in preparation). American Immigration and Citizenship Conference, New York, N.Y., 1973. Resume of the technical, legal and educational requirements that must be met by immigrants wishing to practice in professional fields such as architecture, engineering, law, medicine, nursing, social work, and the like.

Gordon, Charles and Rosenfield, Harry N. Immigration Law and Procedure. Banks and Co., Albany, 1959. The most thorough and authoritative outline of basic immigration law and pertinent administrative regulations up to that time by two experts in the field. (Gordon is a counsel to the U.S. Immigration and Naturalization Service, Rosenfield, formerly a member of the Displaced Persons Commission, is a specialist in immigration Law.)

General

The International Encyclopedia of the Social Sciences. The Macmillan Co., New York, 1968, 16 Vols. and Index. There are many excellent entries scattered throughout the encyclopedia, dealing with various aspects of immigration to the United States, and of particular value with respect to such migration processes as culture, adjustment, integration, assimilation, and the like.

International Migration, a quarterly published in Geneva by the Intergovernmental Committee on European Migration (ICEM), Gunther Beijer, Editor. A top journal presenting articles by specialists from all over the world and dealing with all aspects of international migration.

International Migration Review, another top journal appearing three times a year, published by the Center for Migration Studies, Staten Island, New York, Reverend Sylvan Tomasi, Editor.
(Although by coincidence this Center has the same name as the Center for Migration Studies in Brooklyn College, there is no connection between the two, other than that both are concerned with migration matters).

AICC News, appearing approximately 6 times a year, published by the American Immigration and Citizenship Conference, New York, Sonia Blumenthal, Editor. Includes reports on congressional legislation, administrative procedures, resettlement agency developments, and other news pertinent to the field. The editor is executive secretary of AICC and an expert on immigration matters. This periodical is a must for both professionals and laymen.

Interpreter Releases, a periodical released 40 or 50 times a year by the American Council for Nationalities Service, Edith Lowenstein, Editor. Invaluable summaries of immigration laws and administrative regulations, with explanatory commentaries by the editor, an immigration lawyer, and occasional articles by other experts on various developments in the field.

Makers of America, (ten vols.), Encyclopedia Britannica Educational Corp., Chicago, 1971. A unique, comprehensive, and expert compilation of articles, documents, and historical sketches and analyses of the ethnic groups that migrated to the United States and what happened to them, including their own reactions. A gold mine of information and data hard to come by, and extremely enlightening.

D. BIBLIOGRAPHIES

Bibliography of English As A Second Language

Board of Education of the City of New York
Office of Instructional Services
131 Livingston Street, Brooklyn, New York 11201

Board of Education of the City of New York
Instructional Materials in English as a Second Language -
Includes: Textbooks and Readers, Audio-Visual Materials and Equipment

Board of Education of the City of New York
131 Livingston Street, Brooklyn, New York 11201
Office of Bilingual Instruction
Bibliography - Prepared by Mary Franciso Delcune, 1973
Includes: Methodology, Linguistics, Culture, Dialects, Testing, Bibliographies

Christiansen, Dorothy - Bilingualism -

Selected references on teaching bilingual students:
Center for Urban Education, New York, N.Y. 1969

D'Amico, Louis; Nicholas Fattu and Lloyd Standlee -- An Annotated Bibliography of Adult Literacy Training Materials, 1954. Bulletin of the Institute of Educational Research at Indiana University. Vol. 1, No. 3.

Jewett, Arno and Marjorie C. Johnston -- References for Teachers of English as a Foreign Language. (Rev. 1956). Circular No. 401, Washington.

Lado, Robert -- Annotated Bibliography for Teachers of English as a Foreign Language. U.S. Dept. of Health, Education and Welfare. Bulletin 1955. No. 3. U.S. Govt. Printing Office, Washington, D.C.

E. TEXTBOOKS FOR BEGINNERS

AUTHOR	TITLE	PUBLISHER	COMMENTS
Alesi, G. and Pantell, Dora	First Book of American English Book I and II	Oxford New York 1972	Reading exercises plus graded practice material for adults of limited educational background.
Allen, Virginia	People in Livingston	Thos.Y.Crowell New York 1953	Interesting stories to develop structure patterns-for pupils of good educational background.
Allen, Virginia	People in Fact and	Thos.Y.Crowell 1957	Simplified readings with exercises. Adaptations of American short stories, essays.
Bernardo, Leo Pantell, Dora	English Your New Language Book I	Silver Burdett Morristown, N.J. (Revised)1972	Very easy to use, well illustrated. Contains dialogues and practice patterns of great variety. Teacher's editions available.
Boggs, Ralph S. and Dixson, Robert J.	English Step by Step with Pictures	Latin American Institute Press 1956	Reader plus drill book-an all around text for the beginners of good educational background.
Bright, E.I. Mitchell, E.C. et. al.	Home and Family Life Series: A Day with the Brown Family; Making a Good Living; The Browns at School; The Browns and Their Neighbors	Arthur Croft New London, Conn. 1949 Rev.1954	Practical reading lessons for functionally illiterate pupil - an accompanying volume for the teacher. "Instructional Tools for Teachers" contains sample lesson plans.
Dixson, Robert J.	Elementary Reader in English	Regents Pub. New York 1950	Reading selections using graded vocabulary-each selection followed by appropriate drills and exercises.
Dixson, Robert J.	Modern American English Books 1 and 2	Regents Pub. New York (Revised)1971	Complete lessons. Reading pronunciations, structure, word study. Includes instructions for teachers, tapes and posters.
Dixson, Robert J. and Herbert Fox	Men and History	Regents Pub. New York 1959	Subject matter covers aspects of U.S. Exercises follow each reading passage.

AUTHOR	TITLE	PUBLISHER	COMMENTS
Guyton Mary L. and Kielty, Margaret	From Words to Stories	Noble & Noble New York 1950	Simple development of reading and production vocabulary for the adult of limited educational background-large print.
Hines, Mary Elizabeth	Skits in English As A Second Language	Regents Publishing Co. 1973	Promotes speaking ability through role-playing. Skits cover typical situations in which students might find themselves.
Lado, Robert	Lado English Series Books I and II	Regents Publishing Co. New York 1970	Each lesson presents a set of basic patterns and introduced by model sentences. Material is carefully graded and presented in a step-by-step progression. Includes workbooks and tapes.
Lado, Robert and Fires, Charles	Lessons in Vocabulary	Univ.of Michigan Ann Arbor,Mich. 1956	Exercises of progressive difficulty-directed to Spanish speaking adults of good educational background.
Lado, Robert and Fries, Charles	English Sentence Patterns	Univ.of Michigan Ann Arbor,Mich. 1958	Lessons for educated foreigner-functional-well organized.
Lado, Robert and Fries, Charles	English Pattern Practice	Univ.of Michigan Ann Arbor,Mich. (Revised)1967	Practice material to be used simultaneously with the above.
Linsmore, Thomas	Welcome to English Book I	Regents Pub. New York 1963	Very simple drill exercises for English structure.
McGillivray, James	Life with the Taylors	American Book Co. New York	Simple text with a running story. Exercises in structure.
McIntosh, Lois et. al.	English as a Second Language	Rinehart & Co. New York 1957	English lessons especially geared to educated Hungarians-grammar and pronunciation exercises.
Mitchell, Elizabeth	Beginning American English	Prentice-Hall Englewood Cliffs 1957	Linguistic approach to teaching English-each lesson contains conversation pronunciation and grammar exercises.
Paratore, Angela	English Dialogues for Foreign Students	Holt,Rinehart & Winston,Inc. New York	Short dialogues marked with pitched numbers for intonation.

AUTHOR	TITLE	PUBLISHER	COMMENTS
Reader's Digest	English as a Second Language Books I and II	Reader's Digest Pleasantville, N.Y.	Material selected and edited from regular Readers Digests. Good drill exercises in reading comprehension.
Richards, I.A. and Gibson,C.M.	First Steps in Reading English	Cardinal Pocket Books New York 1958	Stick figures and controlled vocabulary used to teach illiterate adults to read simple English.
Robertson, M.	Learning and Writing English	The Stock Co. Austin, Texas 1950	A work type book-alphabet presented in cursive and script form-signs-sentences and short paragraphs for reading.

F. TEXTBOOKS FOR INTERMEDIATES

AUTHOR	TITLE	PUBLISHER	COMMENTS
Alesi, Gladys and Pantell, Dora	The English You Need Book II	Sadlier and Co. New York 1973	Reading and oral exercises to fluency in the language - a functional approach.
Allen, Robert L.	Listen and Guess	McGraw Hill New York	Designed to stimulate accurate listening and check comprehension through questions. 48 recorded conversations.
Bernardo, Leo and Pantell, Dora	English Your New Language Book II	Silver Burdett Morristown,N.J. (Revised)1972	Very easy to use. Well illustrated. Contains dialogues and practice patterns, of a great variety. Teacher's editions available.
Boylan and Taylor	Graded Drill Exercises in corrective English Book III	Noble & Noble New York	Functional grammar with sufficient practice material to make good language habits lasting.
Brain, Joseph J.	Blue Book of Spelling	Regents New York 1960	Spelling text in three parts 1) Rules 2) Words arranged by subject 3) Specialties Special word lists, games use of dictionary. Arranged in lesson form pre and post tests.
Bright, E.I. and Mitchell, E.C.	Home, Family Life Series Workbook in Arithmetic	Arthur C. Croft New London,Conn. 1959	Problems geared to adult need and comprehension. Teacher's Manual Available.
Brown and Mulgrave	American Speech Sounds and Rhythms	Linguaphone Institute New York 1950,51,54	Materials used with records to give proper sound and rhythm of speech.
Cass, Angelica W.	How to be a Wise Consumer	Oxford Book New York 1959	Reading Materials on consumer education.
Clarey, Elizabeth Dixson, Robert L.	Pronunciation Exercises in English	Regents New York 1963	Reviews sounds and sound combinations. Includes intonation homonyms, some endings (ed,ing) Good drill material.
Colton, David and Hanshaw	Living Your English	D. C. Heath New York 1957	Excellent basic text for educated adults.

AUTHOR	TITLE	PUBLISHER	COMMENTS
Croft, Kenneth	Reading and Word Study	Prentice-Hall Englewood Cliffs New Jersey 1960	"Reading for Comprehension" "Word Study" -form an integrated unit for improving reading proficiency. Readings accompanied by footnotes and comprehension questions.
Crothers, George	American History	Holt, Rinehart Winston, Inc. New York, N.Y. 1963	Historical review of U.S. history. Controlled vocabulary.
Danielson, D. Hayden, R.	Reading in English	Prentice-Hall Englewood Cliffs New Jersey 1961	A reader with comprehension question. Biographical notes on the authors precede readings.
Dixson, Robert L.	Complete Course in English	Latin American Institute Press 1955	For Spanish-speaking people Each lesson: Dialogue, reading selection, conversation grammar
Dixson, Robert L.	Direct English Conversation for Foreign Students	Latin American Institute Press 1961	Reading selections in dialogue form. Tests, drills and exercises in grammar. Excellent oral and written exercises. All based on common American life situations.
Dixson, Robert L.	Easy Reading Selections	Regents Pub. New York 1962	Simplified versions of well known classics. Drill exercises in comprehension, word study and grammar.
Dixson, Robert L.	Everyday Dialogues in English	Regents Pub. New York 1953	Practice book in advanced conversation about everyday situations.
Dixson, Robert L.	Modern American English Books III and Iv	Regents Pub. New York (Revised)1971	Complete lessons and covers Reading, pronunciation, structure. Word study. Includes instructions for teachers.
Dixson, Robert L.	Modern Short Stories in English	Regents Pub. New York 1950	Contemporary authors. Edited stories, good content and interest level for adults.
Dixson, Robert L.	Tests and Drills in English Grammar for Foreign Students	Latin American Institute Press New York 1957	Excellent conversations naturally pleasant and of suitable length.

AUTHOR	TITLE	PUBLISHER	COMMENTS
Dixson, Robert and Fox, Herbert	The U.S.A. Man and History	Regents Pub. New York 1960	Selected American heroes' biographies. Original preparation. Limited vocabulary. Has exercises at the end of each chapter.
Dixson, Robert L.	The U.S.A. The Land and The People	Regents Pub. New York 1960	Covers U.S. history from discovery to World War II. Emphasis upon the American political struggle. Contain exercises.
Dixson, Robert L.	Regents English Workbook Books I, II & III	Regents Pub. New York 1956, 1969	Reviews aspects of structure which plague foreign-born adults learning English.
English Language Services, Inc.	Reading and Conversation For Intermediate and Advanced Students of English	Gen.Electric Lab. Boston, Mass. 1962	A survey of life in the U.S. Its People, Its History, Its Customs. Textbooks offer a unique course in which class practice can alternate between literary and colloquial styles of English.
English Language Services, Inc.	The Key to English Series	Collier-Macmillan International 1964-66	Set of handbooks designed to assist the advanced student in independent study or supply teacher with supplementary material for classroom.
English Language Services, Inc.	Twelve Famous Americans	Collier-Macmillan Eng. Readers	Biographical approach to American history. Drill exercises included.
Findlay, Bruce and Esther	Your Rugged Constitution Life in America	Stanford Univ. Press Stanford, Calif. American Council National Services N.Y.C.	Principles of the Constitution presented-delightfull illustrations. A handbook of Information for newcomers to U.S.A.
Finocchiaro, Mary	Learning to Use English Book I	Regents New York 1966	Employs a great variety of pattern practices plus dialogues.
Finocchiaro, Mary	Learning to Use English Book II	Regents New York 1968	Employs a great variety of pattern practices plus dialogue.
Finocchiaro, Mary Lavenda, Violet H.	Selections for Developing English Language Skills	Regents New York 1966	Can be useful for dialogues and other drill media. Contains brief anecdotes which can be useful for advanced dictation.

AUTHOR	TITLE	PUBLISHER	COMMENTS
Hall, A. L.	Fries, American English Series for the Study of English as a Second	D.C. Heath Boston, Mass. 1953	Exercises and conversation selections, also has word and picture relation exercises.
Harkins, William E.	American Reader	Teacher's Guild of New York	A reader with content and interest level for the adult.
Harris, David	Reading Improvement Exercises for Students of English as a Second Language	Prentice-Hall, Inc. Englewood Cliffs New Jersey 1966	Workbook for evaluating and improving reading ability. Exercises with the dual function of appraising a student's reading proficiency and providing material for improvement.
King, Harold V.	Lessons and Oral Drills in the Important English Verb Forms	English Language Services, Inc. Gen. Electronic Laboratories, Inc. Boston, Mass. 1956	Lessons each with introductory statement and exercises for review of most frequent irregular verbs of English.
Lado, Robert and Fries, Charles	English Pattern Practices	U.of Michigan Press Ann Arbor,Mich. (Revised)1967	Suitable for all stages of learning English. Entirely an oral approach, based on the idea of establishing speech patterns as habits.
Lado, Robert	Lado English Series Books III & IV	Regents Pub. Co., Inc. New York 1970	Each lesson presents a set of basic patterns and introduced by model sentences. Material is carefully graded and presented in a step-by-step progression. Includes workbooks and tapes.
Lovell, Ullin W. Davis, Betty E.	New Journeys in Reading	Steck Co. Austin, Texas 1953	Good workbook for use with an intermediate group.
Nemser, William J.	English as a Second Language (American Language Center, Columbia U.)	Rinehart & Co. New York 1957	Well adapted for an intermediate group.
Paratore, Angela	English Dialogues for Foreign Students	Holt, Rinehart & Winston, Inc. 1956	Variety of Topics of U.S. college campus situations, marked with pitch numbers for intonation.
Paratore, Angela	English Exercises (Form A)	Rhinehart & Co. New York 1958	Practical material for vocabulary (including idioms, parts of speech, etc.) verb form tenses, gives answers in correct usage.

AUTHOR	TITLE	PUBLISHER	COMMENTS
Praninskas, Jean	Rapid Review of English Grammar	Prentice-Hall Inc. Englewood Cliffs N.J. 1961	Reading selections, grammar explanation, oral and written exercises. Reviews of spelling patterns and punctuation rules. Generous use of black-white illustrations.
Prator, Clifford H.	Manual of American English Pronunciation	Holt, Rinehart & Winston, Inc. New York 1957	15 lessons for correction of pronunciation errors frequently made by students.
Readers Digest	Reading for Americans	Readers Digest Pleasantville, N.Y. 1951	Paper backed, print clear and large, illustrations and topics good.
Readers Digest Series	Reading Skill Builders Books I, II, III	Readers Digest Educational Service Pleasantville, N.Y.	For grades IV through VI, Print large, questions at end of each story.
Readers Digest	Secrets of Successful Living Book III	Readers Digest Pleasantville, N.Y. 1967	Similar to Skill Builders, work timed, vocabulary helpful stories interesting.
Richards, I.A. and Gibson, C.M.	English Through Pictures	Cardinal Edition Pocket Books 1958	Use Basic English techniques of pictures and footnotes but vocabulary and ideas are quite complex.
Sheffer, Harry	Six Minutes a Day to Perfect Spelling	Pocket Books New York,N.Y.	Good for use with high intermediates.
Smith, Harley A. King, Ida Lee	Learning and Writing English Veteran Reader	Steck Co. Austin, Texas 1952	Vocabulary geared to adult learning
Spevak, Earl W.	Helping People Learn English	Abingdon Press New York 1957	For teaching English as a second language. Material for elementary, intermediate and advanced levels.
Trager, Edith C. Henderson, Sara C.	Pronunciation Drills for Learners of English	English Language Services 1956	Drills in proper pronunciation and intonation.
Weinhold, Clyde E.	English	Holt, Rinehart & Winston,N.Y. 1964	A grammar with drill exercise.

AUTHOR	TITLE	PUBLISHER	COMMENTS
Wohl, Milton and Metcalf, Ruth	English Is Spoken	Washington Pub. Washington,D.C. 1962	For conversation practice based on 750 word vocabulary in "Modern English Primer". by King & Campbell.
Wright, Audrey L.	Practice Your English	American Book Co. New York 1957	English examples in the text and vocabulary lists are furnished with Spanish glossary.

TEXTBOOKS FOR ADVANCED STUDENTS

AUTHOR	TITLE	PUBLISHER	COMMENTS
Alger, Ralph K.	The Road to Better English Book I	Cambridge New York 1963	Grammar review text. H. S. level.
Allen, Virginia	People in Fact and Fiction	Crowell Pub. New York 1962	A reader with comprehension and structure exercises.
Bigelow, Gordon E. Harris, David P.	The U.S. of America Readings in English as a Second Language	Holt, Rinehart & Winston Inc. 1960	Readings and poems from a variety of contemporary authors. Covers American life, history and literature. Vocabulary and reading exercises accompany each selection.
Blackstone, Bernard	A Manual of Advanced English for Foreign Students	Longmans Greens New York 1955	Advances 5th Year, too technical for general use, a grammatical approach.
Brain, Joseph J.	Blue Book of Grammar and Composition	Regents New York 1963	A useful structure review. Simplified as to be useful for Intermediate and Advanced Level. Composition section offers a good review for Advanced Level.
Brain, Joseph J.	Blue Book of Poetry and Prose	Regents New York 1967	A wide selection of poems, speeches, anecdotes, fables, letters, songs, etc. No editing done. Contains introductory material for each item. Some contemporary poets. Series of questions at the end of each piece. Contains poets bio raphy section. Series of questions at the end of each piece.

AUTHOR	TITLE	PUBLISHER	COMMENTS
Chapman, R. L.	U.S.A. Men and Machines	Regents New York 1968	This is another book in the Regents U.S.A. Series. It is more advanced than the others. It contains original material about the economic development of the U.S. Controlled vocabulary.
Dixson, Robert J.	American Classics	Regents Pub. New York 1953-54	Adaptation of various famous classics in simplified form
Dixon, Robert J.	"Modern American English Books V and VI"	Regents Pub. New York 1972	Complete lessons. Covers: reading, pronunciation, structure and word study. Includes instructions for teachers.
Ed. English Language Services, Inc.	"A Magazine Reader"	Collier- Macmillan International, London, 1969	Contains articles, poems and crossword puzzles from 17 prominent American magazines. Vocabulary level of 4,000 words or above.
Federal Citizenship Texts	Our Constitution and Government	U.S. Dept. of Justice 1956	Excellent citizenship text.
Friend, Jewell A.	"Writing English as a Second Language"	Scott, Foresman Pub. Co., Glenview, ILL, 1971.	This is a text/workbook. Emphasizes organization and presentation of ideas. Correlated with oral/aural materials and grammar texts now in print.
Hall, Margaret E.	How to Become a Citizen of the U.S.A.	American Council For Nationalities Service New York	Detailed information on each step of Naturalization process - specimen questions and answers.

AUTHOR	TITLE	PUBLISHER	COMMENTS
Lado, Robert	Lado English Series Books 5 and 6	Regents Pub. New York 1970	Each lesson presents a set of basic patterns and introduced by model sentences. Material is carefully graded and presented in a step - by - step progression. Includes workbooks and tapes.
Nilsen, Don L. F. and Nilsen, Allean Pace	"Pronunciation Contrasts In English"	Regents Pub. New York 1973	Contains a large number of minimal pairs and pronunciation exercises. It deals with sounds that are difficult for the non-native student of English to distinguish and produce.
Paulston, Christina Bratt Dykstra, Gerald	"Controlled Composition in English as a Second Language"	Regents Pub. New York 1973	Emphasizes correct written language. Concentrates on the mechanics of grammar, sentence structure and idiomatic usage. Contains model passages from American and British literature.
Keade, Inez E.	Improve Your Accent	MacMillan Pub. New York	A small volume which contains drill words in pronunciation. Not graphic - not illustrative.
Sheffer, Harry	Short Cuts to Effective English	Pocket Books New York 1955	Styles of presentation tend to become too confusing.
Shibsby, Marian Lewis, Kead	How to Become a Citizen of the U.S.A.	American Council For Nationalities Service New York	Detailed information on each step of Naturalization process-specimen questions and answers.
Swain, Donna Bailey, Matilda Leavell, Ullin	People, Places and Opinions	American Book Co. New York 1961	Selections of American prose and poetry. Notes on infrequent words and expression vocabulary exercises, questions for discussion accompany each reading.

AUTHOR	TITLE	PUBLISHER	COMMENTS
Wright, Audrey	Practice Your English	American Book Co. New York	Emphasizes word study, vocabulary building and structure. Some reading.

APPENDIX

I. TECHNIQUES FOR DRILLS

1. Review

Repetition drill - Pure choral response

Teacher models - then class repeats

Review of question

Teacher	Class
Do you have a clinic card ?	repeats
Do you have a backache ?	
Do you have a headache ?	
Do you have an earache ?	
Do you have a stomachache ?	

Expansion drill -

Teacher	Class
card	repeats
clinic card	
a clinic card	
have a clinic card	
you have a clinic card	
Do you have a clinic card ?	

Substitution

Teacher	Class
a clinic card	Do you have a clinic card ?
a backache	Do you have a backache ?
a headache	Do you have a headache ? etc.

II. New Structure

Repetition drill: I don't have

Teacher	Class
I don't have a clinic card	repeats
I don't have a headache	
I don't have a backache	
I don't have a toothache	
I don't have an earache	
I don't have a stomachache, etc.	

Substitution drill:

Teacher	Class
a clinic card, etc.	I don't have a clinic card, etc.

Repetition drill: - Same as above for: we, they, you.

Teacher	Class
We don't have a clinic card	repeats
We don't have a headache	
We don't have a backache, etc.	

Substitution drill:

We, they, you - Same as above

Response drill - I don't have

Teacher	Class
Do you have a headache? etc.	I don't have a headache.
Same for you, we they	

Cue Response. I don't have

Teacher	Class
Points to head	I don't have a headache
Points to back	I don't have a backache
Points to ear	I don't have an earache, etc.

(Various students may come and take the part of the teacher and point to indicate the cue.)

Multi-slot substitution drill

Teacher	Class
headache I	I don't have a headache
backache	I don't have a backache
we	We don't have a backache, etc.

III. Follow-up with various verbs

Transformation drill: "I have" to "I don't have"

Teacher	Class
I have a backache	I don't have a backache, etc.

May be done from positive to negative

singular to plural

present to past, etc.,

depending on level of class

Ex. I don't have to We don't have

Drill may include other verbs to make it meaningful.

know	buy	take	
go to	need	like	
speak	read		etc.

Teacher	Class
I don't know a doctor	We don't know a doctor
I don't go to the clinic	We don't go to the clinic
I don't speak English	We don't speak English
I don't need a doctor	We don't need a doctor, etc.

IV. Reinforcement

Chain drill

Student A to Student B

Do you have a headache?

Student B to Student B

No, I don't have a headache

Student B to Student C

Do you have a headache?

Student C

No, I don't have a headache.

NOTE: These drills are altered at any time to fit the immediate needs of class according to what language deficiencies are apparent. (Class learned "had." After they learned to say "I have", they wanted to speak about yesterday or last night, last week, Saturday, etc. So they learned "I had", "he had", "she had", etc.)

Transformation drill

Review past to present of to have, first person singular.

Teacher	Class
I had a headache yesterday, etc.	I have a headache every day

V. Pronunciation exercises:

$\bar{a}$	vs	$\breve{a}$
ache		
ate		at
bake		back
take		tack
mate		mat
rate		rat

First teacher - then students

I take aspirin.
The man ate at the table.
Anna had a backache.
I have a backache.

VI. Vocabulary

Review "Do you have?", "had"

A clinic card

A doctor

had

An appointment

Aspirin

some medicine

New Words

a headache

a backache

a toothache

a stomachache

an earache

Structure Pattern in Frames

Do	you	have	a	headache?	No,	I	don't	have	a headache.
			a	backache?	No,				a backache.
	I	have	a	toothache?		you			
	we		an	earache	No	we			an earache.
	they					they			

VII. Culmination with meaningful drill

Materials

Students' clinic cards that they carry with them

Clinic appointment cards with their own appointments

Reading of clinic appointment cards with students' own appointments or students' Medicaid cards

Teacher asks

"Do you have an appointment today?"

Students say

"I don't have an appointment today."

"I have an appointment for (tell when)."

(They have to look at real card to "tell when." They have to learn to read it and say it.)

2. SUGGESTIONS FOR TEACHING PRONUNCIATION AND INTONATION.

I. PRONUNCIATION:

Here are some suggestions for drills on difficult sounds:

oo as in wood: have students place the tip of the pencil in the mouth to show the small opening of the rounded lips.

ng as contrasted with n: put pencil or finger in the mouth when saying sing. This can't be done when you say sin.

to teach aspirated sounds - p, b, t, d, g, k, h - students can hold a piece of paper in front of them and watch the corner of the paper blow if they make the sound correctly, or they can hold up a lighted match and try to blow it out.

s, z, s, z, contrast. Students hold their hands over their ears and say s, z, s, z, s, z, s, z. They will notice the buzzing when they say the z or voiced sound. This same technique can be used for all voiced sounds - B, D, G, J, L, M, N. NG, TH as in this, V, initial W and Y, Z, and ZH as in vision.

V or F - Have students hold the upper lip out of the way in producing these sounds.

Vowels - show the rise and fall of the jaw when pronouncing vowels in words like meat, map, mop. Small mirrors are useful in helping students see what they are doing.

b. It is important that students practice both recognition and production of sounds. Each reinforces the other. Remember that production must become automatic. A tremendous amount of drill is necessary to put new habits into the muscles of the jaw.

c. Minimal pairs such as bit/beat are important and useful. It is also helpful, after working with pairs for a time, to work with three sounds as this requires more discrimination on the part of the student, e.g., beat/bit/bet. Have students imitate you in both directions - bet/bit/beat and beat/bit/bet.

d. Some examples of exercises for recognition:

BEST COPY AVAILABLE

1. Students indentify pairs as same or different -

   beat/beat - the same beat/bit - different

2. Students identify work by number:

(1)	(2)
beat	bit

3. You can use pictures or objects (pin, pan, pen, etc.) Student can come up and point to the picture or object which the teacher has named.

NOTE: Let the student know immediately whether his response is correct or not.

e. Some examples of recognition/production exercises

1. beat/bit - Teacher says one word, student says the other. Student "A" says one word, student "B" the other; student "B" says one word, student "C" the other, etc.

2. With pictures or real objects teacher (or student) asks, "Is this a pen?" Class answers, "No, it isn't. It isn't a pen. It's a pan." etc.

3. Let students act as teacher for the recognition exercises.

f. Some examples of production exercises

1. Simple repetition in imitation of teacher (single repetition). Simple double repetition - first, the student imitates the teacher; second, he imitates himself. (double repetition).

2. Teacher has pictures; for example, for drill on a as in cat, pictures of an apple, some candy, some bananas, a cat, etc. First, drill the students, showing the pictures: Is it a cat? Is it a banana? etc. Teacher selects a picture secretly. Students ask questions, guessing which one it is. Winner becomes the teacher.

3. Teacher asks students to contribute words with the sound that is being studied.

4. Prepare a dialog using the sounds - Recite chain fashion - A to B, B to C, etc. A may be either an individual or a group.

g. Homework: Students find objects in their house, in a store, etc. with a particular sound in them, or they can find pictures. If you can furnish students with magazines, it would be helpful.

h. Sounds must be drilled in all the positions in which they occur-initially, medially finally, and in clusters.

i. A teacher should have a file of pronunciation lessons at hand which fit the problems of his students. Difficult sounds must be drilled again and again. It is good idea to use a pronunciation lesson of a difficult sound at the end of a period when there are only five or ten minutes left and teacher does not want to start a new structure.

j. If a student makes a mistake, have the entire class repeat after you several times. Then ask the student to repeat again. In a chain dialog or drill, the teacher can insert himself at any point in order to reestablish the model.

k. Testing - A quick test to use with minimal pairs is as follows: ask the students to number from 1 to 10 down the middle of a page.
If, for example, your minimal pair is beat/bit, ask the students to put an X to the left of the number if they hear beat and to the right of the number if they hear bit. At the end of the test, a student's paper might look like this:

beat		bit
	1.	X
	2.	X
X	3.	
	4.	X
X	5.	
X	6.	
X	7.	
X	8.	
	9.	X
	10.	X

The teacher can very quickly number from 1 to 10 on the blackboard and put the X's in the proper places so that the students can check their answers immediately.

RULE: Make drill as meaningful as possible. While some mechanical drill is necessary, don't stop there. Always move from mechanical to more creative types of drills.

3. ADDITIONAL LESSONS

I. What's --- Where's ---

Conversation

What's your name? My name is _____

What's your address? My address is _____

Use objects in the classroom - ask the question

What is it? Give the answer and have pupils repeat

What is it? It's a book.

It's a window.

It's a door.

It's a table.

It's a desk.

Have students ask the question with other students answering.

Teach - IN and ON - with reference to the same objects.
Now ask the question - Where is it? Give the answer and have pupils repeat.

Where is it? It's in the room.

It's on the desk.

It's on the table.

Structure It's a book. Is it a book?

It's a pencil. Is it a pencil?

Teach this form and the reverse order question only.

Review Say each sentence before writing on the blackboard.

My name is _____.

My address is _____.

I am a student. I am in school. You are a teacher. You are in school. He is a student. He is in school. We are students. We are in school. They are students. They are in school.

Have students read in unison and individually.

Erase verb in sentences. Have students fill in.

Spelling and dictation

name

address

(name of street where school is)

city

school

My name is _____.

My address is _____

I'm in school.

Where's the school?

It's on _____ Street.

Word game

What is it? Have students pick up various objects and ask the question.

Where is it? Have students put pencil, paper, book, etc. in various places and ask the question.

2. HELLO! HOW'RE YOU?

Aim - to teach common courteous expressions used in every day speech

CONVERSATION: Hello, John.

Hi, Mrs. Lynn.

How're you today?

Fine, thanks.

How's your mother?

She's fine, thank you!

Have pupils repeat each line after you. Then have one pupil do the entire thing with you. Then ask two pupils to take part. Use unison responses alternated with individual responses.

Teach other expressions that are used in everyday speech, i.e.,

Good morning	Good night
Good afternoon	So long
Good evening	I'll be seeing you

REVIEW What's your name? My name is _____

What's your address? My address is _____

TEACH What's your telephone number? My telephone number is _____

Have pupils ask and answer these questions in rapid drill. Stress normal conversation patterns.

NEW LESSON Say each sentence before putting on blackboard:

Mrs. Lynn is on her way to school. She sees a boy. His name is John. She says, "Hello, John."
John is on his way home. He says, "Hi, Mrs. Lynn."

I'm in school. You're in school. She's in school.

We're in school. They're in school.

STRUCTURE

I see John.	I say "Hello"
You see John	You _____
He sees John	He _____
She sees John.	She _____
We see John.	We _____
You see John.	You _____
They see John.	They _____

(Have students follow pattern and fill in).

SPELLING

hello	say	<u>on my way</u>
mother	see	
boy		
thank you		

I see a boy. He's on his way home.

His name is John.

His mother's at home.

How're you? Fine, thank you!

DRILL Use flash cards with the following words on them:

MEN
WOMEN
LADIES

Have pupils hold up cards for class to repeat.

3. Telling about things and people

ORAL DRILL

Point to objects in the classroom. Say:

The table is large.	The windows are high.
The desk is small.	The desks are low.
The book is large.	The walls are green.
The room is large.	The shades are yellow.

Point to persons in the classroom. Say:

Mr. _____ is tall. Mr. and Mrs. Rivera are Spanish
Mrs. _____ is short. Some students are French.

Review - is used with one person or thing - are used with more than one

Write on blackboard:

He _____ tall	(He's) _____
She _____ short	(She's) _____
They _____ Spanish.	(They're) _____

Have students fill in the correct form.

NEW LESSON

Develop with class before writing on b. b. - look at the calendar.

Today is September 15th. It's warm. It's cloudy. We're in school.
The room is large. Many people are in the room today.

Here's a calendar:

SEPTEMBER

S	M	T	W	Th	F	S
*	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

The days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

What day is today?	What date is it?
Today is Monday.	It's September 15th.

Repeat the numbers - one two three four five six seven

eight nine ten eleven twelve thirteen

fourteen fifteen sixteen seventeen

eighteen nineteen twenty twenty-one

twenty-two twenty-three twenty-four

twenty-five twenty-six twenty-seven

twenty-eight twenty-nine thirty.

Have pupils say the numbers in unison and individually.

Then write the numerical symbols on the blackboard and have pupils volunteer to give the numbers.

SPELLING

today
warm
cloudy

September
The days of the week

Today is Monday.
It's September 15th.
It's warm and cloudy.

DRILL

Telling about things in the room.

Have one pupil point to an object and another pupil describe it. Be sure that they have learned is and are correctly.

The window is high.

The windows are high.

4. Numbers (Continued) - Telling Time

Begin by having students count up to thirty. Make this a rapid oral drill (one student calls one, the next two, etc.) Write on b.b. face of clock showing 6:30.

CONVERSATION

What time is it?

It's six thirty.

Thank you.

You're welcome.

Change time. Have students participate in this conversation drill, using normal intonation patterns.

LESSON A.M. P.M. Say and repeat - 5 o'clock 6 o'clock 7 o'clock

5:15 5:20 (With the hour we use o'clock)

A quarter after six

Six thirty

A quarter to seven (or six forty-five)

Mrs. Lynn is late. She has no watch. She asks,

"What time is it" Yes, I have a watch, but my watch is

slow. His watch is fast.

LANGUAGE Teach use of contraction it's with reference to time.

It's six o'clock
six thirty
seven o'clock

Other contractions

I'm	for I am
You're	for you are
He's	for he is
She's	for she is
We're	for we are
They're	for they are

Use each of these in a sentence

SPELLING

time watch clock

hour fast o'clock

minute slow

I have no watch.

There's a clock on the wall.

What time is it?

It's ten o'clock

The clock is slow.

His watch is fast.

The clock is ten minutes slow.

The watch is one hour fast.

DRILL

Use a clock with movable hands or draw a clock on the blackboard. Have one student change the time and ask another student "What time is it?" Alternate asking and answering.

5. Reviewing Numbers

Teach - How Much? - How Many? - want - need

CONVERSATION *

Good morning. May I help you?

Yes, I want a dictionary.

We've many kinds of dictionaries. They're over there.

How much is this one? I need a small dictionary.

It's two twenty-five ($2.25)

REVIEW

How many pupils are there in the class?

There are twenty-five pupils in the class.

How many women are there in the class?

There are fifteen women in the class.

How many men are there in the class?

There are ten men in the class.

Count from one to twenty-five - Write numbers on b.b. Have pupils say them in unison and individually.

TEACH "How much is this?" Use objects in the classroom. Hold them up and call out imaginary prices. Have students ask and answer. Teach cents.

How much is the book? It's fifty cents.

How much is the pencil? It's ten cents.

How much is the pen? It's twenty-five cents.
It's a quarter.

LANGUAGE want need

I want		I need
You want		You need
He wants		He needs
She wants	a newspaper	She needs a small dictionary.
We want		We need
They want		They need

Practice - In the store - give examples

I want a cup of coffee
a coca cola
a cup of tea

LESSON

Develop with class before beginning to write on the blackboard:

Mrs. Linn goes to evening school. She needs a dictionary. Book stores sell dictionaries. Where's the book store? It's on the corner of Main Street and State Street. Here's the book store:

MARBORO BOOKS - Books Magazines Cards

Inside the store a man asks her what she wants. She tells him that she wants a dictionary. He shows her many dictionaries. She says "I need a small dictionary." She finds one and asks, "How much is this one?"

SPELLING

want
need
there
much
many

DICTATION

How many pupils are there in the class?

There are 15 women and 10 men.

How much is the book?

The book is 25c.

I want a book.

I need a small book.

ORAL REVIEW

Have students volunteer to play the parts of a storekeeper and customer.

VI. THE YEAR - Months and Seasons

Review -s ending when we talk about more than one by having rapid oral drill answering questions like -

How many pupils are there in the room?

How many books are there on the desk?

How many windows are there in the room?

Elicit from a student that when we talk about more than one we usually add -s to the word.

LESSON

Then say, "Let's talk about the calendar again tonight."
Develop with class and write on blackboard:

There are twelve months in the year. The names of the months are January, February, March, April, May, June, July, August, September, October, November, December.

What month is this? It's October. What date is this?
Let's write the date_____.
There are four seasons in the year. The names of the seasons are Spring, Summer, Fall and Winter. Another name for Fall is Autumn.

What season is this? It's Fall.

LANGUAGE

There are (used with plural forms)

Fill in the following sentences:

There _____ seven day_ in a week.

There _____ twelve month_ in a year.

There _____ four season_ in a year.

ORAL DRILL Have students ask and answer questions:

1. What's this year?
2. What's the date?
3. On what days do we come to school?
4. What day is today?
5. What month is it?
6. What season is it?
7. What are the other seasons?

8. What are the months of the year?

WRITING the date - Show the class that the month is written first, then the day, then the year. Have students dictate dates to other students who write them on the blackboard. BE SURE TO BEGIN WITH A CAPITAL LETTER.

SPELLING

year (s)
twelve
month (s) names of the months
season (s)
first
last

Dictation

There are twelve months in a year.
The first month is January.
The last month is December.
This month is October.
The date is _____.
There are four seasons in a year.

CONVERSATION GAME

Tell students that most women do not like to tell their ages. "We will ask the question How old are you? and we will give imaginary answers."

How old are you?
I'm a hundred years old.

How old is she?
She's a hundred years old.

How old are you?
I'm twelve years old.

How old is she?
She's twelve years old.

Now have students ask and answer.

VII. MONEY

ORAL PRACTICE

Some conversation patterns that we use in connection with money:

How much is the magazine? It's 35¢.

May I have change of a dollar? Sorry, I have no change.

May I have change of five dollars? I'm sorry. I have no change.

I want to cash a check. How much is the check? It's ten dollars. All right. Sign your name on the back of the check.

LANGUAGE

Use of MAY

In the store, the clerk says:

May I help you.

In school, we say:

May I have the book.
May I have the pencil.

We say:

May I have change of a quarter.

LESSON - Develop with class before writing on blackboard:

Mrs. Lynn is going shopping. She is driving her car. She wants to park the car. Here's a parking meter! She needs ten cents for the parking meter. When she looks in her bag, she sees a nickel, a quarter and a penny. She has no dime.

What a problem! She wants to go shopping but she cannot park the car unless she puts a dime in the parking meter.

She goes into a store and asks, "May I have change of a quarter?" The man gives her two dimes and a nickel.

MONEY

There are five cents in a nickel.
There are two nickels in a dime.
There are fifty cents in a half dollar.
There are twenty-five cents in a quarter.
There are two quarters in a half dollar.

SPELLING

change
cash
check
shop - shopping
drive - driving

DICTATION

May I have change of a dollar?

I want to cash a check.

Do you drive a car?

I'm going shopping.

I'm driving to school.

WORD DRILL

There are _____ cents in a nickel.

" " _____ " " " dime.

" " _____ " " " quarter.

" " _____ " " " half dollar.

Have students say these in rapid drill until all can pronounce correctly.

VIII. ON TIME

Review expressions used with telling time. Have students repeat this exercise.

CONVERSATION

What time is it please?

*It's seven twenty-five.

Oh, I'm late!

*Draw clock on blackboard or use clock with movable hands to change time. Have students give time shown. Review expressions like, "My watch is slow. My watch is fast., etc."

NEW WORDS

Develop other expressions used in connection with keeping appointments:

I'm on time.	My appointment is for 7 o'clock.
I'm late.	" " " " 7:30.
I'm early.	

LANGUAGE

Talking about yesterday. The verb "to be"

Now	Yesterday
I am in school.	I was in school.
You are in school.	You were in school.
He is in school.	He was in school.
She is in school.	She was in school.
We are in school.	We were in school.
You are in school.	You were in school.
They are in school.	They were in school.

Put chart for past time on blackboard. Then erase underlined words.
Have students fill in blanks.
Teach the past form of MAKE HAVE SAY GO SEE

LESSON

Develop orally before writing on blackboard.

Last night Mrs. Lynn had an appointment with her friend for the movies. The appointment was for seven o'clock. Mrs. Lynn was late. She looked for her friend in the entrance. Then she went inside. She saw her friend.

What did she say when she saw her friend?

Have students suggest several answers. Then write on the blackboard something like this:

I'm sorry I was late. My husband came home late tonight. or

I'm sorry I was late. My watch was slow.

SPELLING

yesterday	
was	last
were	night
movies	
entrance	ENTRANCE

WRITING

I was not in school yesterday.

Were you in school yesterday?

I went to the movies last night.

I met my friend at the movies.

We met in the entrance.

ORAL PRACTICE

Have students ask the question:

Where were you yesterday?

with other students giving the answer.

IX. WEATHER

CONVERSATION

How's the weather?

It's raining.

Is it cold or warm?

It's very cold.

Other expressions used in connection with the weather are:

cloudy	It's snowing.
windy	It's going to rain.
fair	It's clearing.
cool	The humidity is high.

Develop on blackboard with class. Then have pupils substitute other answers to the question "HOW'S THE WEATHER TODAY?"

LANGUAGE - Use of simple past.

Some exceptions:

take - took
give - gave
make - made
go - went
wear - wore

Adding -ed to present form:
rain - rained
(give other examples)

Adding - d to present form:
like - liked

Learn - past of verb "to be"

LESSON - Develop with class before writing on blackboard:

It rained very hard last night. I took my umbrella when I went to night school. I also wore my raincoat. It was also very cold. It was a very bad night.

How do you like this weather? I like the warm weather better than the cold weather. The summer is so pleasant. I like the warm, sunny days of the summer. Spring is pleasant, too, but it often rains in the Spring.

EXERCISE - Change the following sentences so that they tell about yesterday:

1. I take my umbrella.
2. I wear my raincoat.
3. It's cold.
4. I like summer.
5. It rains in Spring.

ORAL PRACTICE

Read aloud. Change the following sentences so that they tell about yesterday:

I'm in school.
You're in school.
He's in school.
She's in school.

SPELLING

weather	wear (wore)
rain	take (took)
cold	
warm	
fair	
cool	

WRITING

A friendly letter

your address
city, state, zip code
date

Dear Rose,

I'm writing to tell you that I feel much better now. Thank you for your card and your good wishes.

The weather is very bad. It's raining today and it's very cold. I am waiting for the pleasant Spring weather.

I hope that you can visit me when the weather gets better.

Sincerely,

Your name

X. USING THE TELEPHONE

For this lesson bring in two toy telephones and a directory or use the teletrainer equipment available through the local Telephone Company office. Practice dialing and answering.

CONVERSATION

Hello.
Hello. Is this Mrs. Lynn?
Yes, this is Mrs. Lynn.
This is the Arrow Window Cleaning Company. We're going to work in your neighborhood next week. If you're interested in our service, I will call at your home tomorrow. I'll tell you about our rates.
No, thank you, I'm not interested.
Good-by.
Good-by.

LANGUAGE - Ways of talking about tomorrow. We say the following:

I will see you tomorrow.
You will see me tomorrow.
He will be here tomorrow.
She will be here tomorrow.
We will study tomorrow.
They will study tomorrow.

OR

We shorten the form to

I'll see you tomorrow.
You'll see me tomorrow. etc.

Sometimes we use the words "going to" with part of the verb "to be" to express future time:

I am going to be in your neighborhood tomorrow.
You are going to call me.
He is going to call me.
She is going to visit me.
You are going to be here.
They are going to study hard.

OR

We shorten this form to

I'm going to be in your neighborhood tomorrow.
You're going to call me.
He's going to call me.
She's going to call me. etc.

Give many examples of these forms. Have students complete the following:

I'll _____ _____ tomorrow.
I'm _____ _____ _____ tomorrow.
You will _____ _____ tomorrow.
He'll _____ _____ tomorrow.
We will _____ _____ tomorrow.
They're _____ _____ _____ _____ tomorrow.

LESSON

Mrs. Lynn is at home when the phone rings. She says, "Hello?" It's a man from the Arrow Window Cleaning Company. His company will be working in her neighborhood next week. He will visit her if she wants her windows cleaned. He'll tell her the rates. Mrs. Lynn is not interested.

Telephone Courtesy: When we answer we say "Hello"
If we dial the wrong number, we say, "I'm sorry!"
We say, "No, thank you," if we are not interested in the service.
We say, "good-by," at the end of the call.

SPELLING

call called
neighbor
neighborhood
interested
company
service

1. A man called Mrs. Lynn.

2. Mrs. Lynn is not interested.

3. The company has a window cleaning service.

4. The man will be in the neighborhood next week.

5. I have many neighbors.

ORAL DRILL

Have students practice the following:

Hello.
Hello. Is Mrs. Lynn there.
There is no Mrs. Lynn here. You must have the wrong number.
I'm sorry. I'll dial again.
Good-by.

Have students talk about the telephone. - "This is the telephone."
This is the dial.
This is the receiver.
This is a telephone book." etc.

XI. ILLNESS

CONVERSATION - A telephone call

Hello, Dr. Stern's office.
Hello, is the doctor in?
No, I'm sorry. He isn't here just now. May I take a message for him?
Yes, please ask him to call Mrs. Lynn.
What is your number?
AL 1-3478.
Thank you, I'll give the doctor your message.
Thank you.

LANGUAGE - Idiomatic expressions used in connection with illness

What 's the matter?
I feel sick. I feel tired. I feel run-down.
I have a cold. I have a cough. I have a fever. I have a headache
I have a sore throat. (stomach-ache).
My throat hurts. My leg hurts. My head aches.

USE OF POSSESSIVE ADJECTIVE

My '
Your '
His ' (supply various nouns, hat, husband, son,
Her ' daughter, book, pencil, etc.)
Our '
Their '

Fill in:
I have _____ book.
You have _____pencil.
He has _____ notebook.
She has _____ pen.
We have _____ desks.
You have _____ papers.
They have _____ papers.

LESSON

Mrs. Lynn calls the doctor. Her daughter Ann is sick. When she calls Dr. Stern, he's not in. His nurse answers the phone. She asks Mrs. Lynn for her telephone number. She says that the doctor will call later.
What's the matter with Ann? She has a _____.
Develop vocabulary, i.e.
cold cough fever
sore throat stomach-ache

Give students practice in saying -
She has a _____.
etc.

SPELLING

doctor
Dr. Stern
nurse
cold
cough
hurt
ache

1. Where is the doctor?
2. Dr. Stern is out, but the nurse is in the office.
3. The nurse takes a message for the doctor.
4. A woman calls the doctor because her daughter is sick.
5. Her daughter has a cough and a fever.

ORAL WORK

Review telephone courtesy.

Have students take turns making imaginary calls to the doctor.

XII. MEALS

CONVERSATION Develop with class - many students eat lunch in a luncheonette or at a drug store counter.

-May I help you?
-I'll have a hamburger and a cup of coffee.
-How do you want your hamburger?
-Well done (medium, rare)
-With onions?
-Yes, please.

Have students substitute the following sandwiches:

ham on rye
cheese on toast
lettuce and tomato

LANGUAGE Use of simple present when we talk about every day (as contrasted with present continuous when we talk about <u>now</u>) On blackboard:

Every day I eat three meals.
" " I eat breakfast, lunch and dinner.
I eat breakfast at 7:30. I eat breakfast at home.
I eat lunch at 12. I eat lunch in a luncheonette.
I eat dinner at 6:30. I eat dinner at home.

Have students take turns asking and answering the following questions:

When do you eat breakfast?
When do you eat dinner?

Where do you eat lunch?
Where do you eat dinner?

LESSON - Develop with class before putting on blackboard:

The first meal of the day is breakfast. Most people eat breakfast at home before they go to work or to school. For breakfast we have:

orange juice
cereal or toast
eggs
coffee

The second meal of the day is lunch. Many people eat lunch in a restaurant, cafeteria or luncheonette. For lunch we have,

a sandwich or soup
coffee
dessert

The third meal of the day is dinner. Some people eat dinner at home, but some people eat dinner in a restaurant. For dinner we have:

an appetizer
meat or fish
vegetables
coffee

Some people have bread and butter with their meals; other people do not.

When we eat, we use the following:

knives (1 knife)
forks (1 fork)
spoons (1 spoon)

Plates (1 plate)
cups (1 cup)
saucers(1 saucer)

Napkins (1 napkin)

Draw on blackboard

PRACTICE

1. What are the three meals of the day?
2. What's the first meal?
3. Where do you eat the first meal?
4. What do you eat for breakfast?
5. What's the second meal?
6. Do you eat it at home or in a restaurant?
7. What do you eat for lunch?
8. What's the third meal?
9. Do you eat it at home or in a restaurant?
10. What do you eat for dinner?

WRITTEN WORK

lunch dinner br kfast
some many most people

1. Where do most people eat breakfast?
2. Most people eat breakfast at home.
3. Do you eat lunch at home?
4. Where do many people eat lunch?
5. Where do most people eat dinner?

WORD Put on flash cards names of foods, asking pupils to hold them up and "order" them. For example, the sign says "ham sandwich"; the pupil says

DRILL "I'll have a ham sandwich."

XIII. STORES

CONVERSATION PRACTICE

May I help you?
Yes, I want a half pound of butter.
Anything else?
A container of milk. That's all.
That will be 65c.

Practice the above with students. Show flashcards representing kinds of stores, i.e., SUPERMARKET, GROCERY, DAIRY, MEAT MARKET, BUTCHER, FRUITS AND VEGETABLES, DRUG STORE

What kind of store is represented by the above exercise? Change the pattern to reflect what would be said in a meat market.

NEW LESSON

Do you shop for food for your family? Where do you shop for food? I shop in the supermarket. There I buy groceries, fruit and vegetables, meat and baked goods. Sometimes, I go to the dairy on the corner for butter, eggs, and milk. In the supermarket I sometimes ask these questions:

Where's the bread?
Where are the frozen foods?
Can you cash this check?

Since all the prices are marked, I don't ask these questions:

How much is the meat? How much are the oranges?

LEARN TO SAY

Names of foods

FRUIT: apples, oranges, grapefruit, pears, strawberries, melons.
VEGETABLES: carrots, lettuce, tomatoes, cabbage, beets, corn.
MEATS: steak, chopped meat, chops, liver, chicken, turkey.
BAKED GOODS: bread, rolls, cake, pie, cookies.

WE SAY: Do you have any <u>lettuce</u>? (substitute other foods)
Please give me some <u>lettuce</u>. (substitute other foods)

LANGUAGE Questions beginning with "do"

	go to school?	
	shop for food?	
DO YOU	smoke?	
	like to read?	
	speak Spanish?	

When we talk about another person, we use "does"

	John	
	he	
DOES	Mrs. Lynn	speak Spanish? (give other examples)
	she	
	your friend	

SPELLING

Writing a shopping list:

Names of foods	Units
steak	pound (lb.)
potatoes	bunch
carrots	dozen
lettuce	
oranges	

Here's a shopping list:

one steak about 3 pounds
5 pounds of potatoes
1 bunch of carrots
1 dozen oranges

ORAL DRILL

QUESTIONS: Have students take turns asking and answering:

1. What does the butcher sell?
2. Where do you buy bread?
3. Where do you buy carrots?
4. Where do you buy lettuce?
5. Where do you buy oranges?

ASKING FOR:

oranges
steak
bread
carrots
lettuce
tomatoes
frozen foods

XIV TRAVELING

CONVERSATION - At the railroad station or bus terminal

How much is a ticket to Lakewood?
One way or round trip?
One way.
That will be $3.80 plus tax, total $4.18.
May I have one, please (or all right)

LESSON - Develop with class before writing on b.b.

Friday is a holiday. Mrs. Lynn is going away for the weekend. She made reservations at a hotel for Friday, Saturday and Sunday. She decided to go by bus. On Wednesday at lunch time we went to the railroad station to find out about the price of the ticket. On Thursday she went to the bus terminal. In both places she asked, "How much is a ticket to Lakewood?" She learned that it was cheaper to go by bus.

Review - calendar - weekend
Teach reservations
railroad station
bus terminal (sometimes we see this sign BUS DEPOT)
to travel by bus, by plane, by train

LANGUAGE - Comparing things

This ticket costs $4.18. That ticket costs $5.30. This ticket is cheaper.

Look at these books. This book is larger than that book. That book is smaller than this book.

When we compare two things, we usually use -er and the word than

Look around the class. Use these sentences:
Mr. A. is taller than Mr. B.
Mr. B. is shorter than Mr. A.
The ceilings in school are higher than at home.
The windows in school are larger than at home.

When we compare longer words, we use the word "more"
We say "This book is more interesting than that one."
"This hat is more expensive than that one."

EXERCISE - Here are two books. This is _____ _____ that one. (small)

Here are two pencils. This is _____ _____ that one. (short)

Here are two coats. This is _____ _____ _____ that one. (expensive)

SPELLING

weekend
reserve
room
with bath
arrive

WRITING

*A letter to a hotel requesting a hotel reservation

Stress Form of letter
Addressing of envelope

Your address
Brooklyn 15, New York, Zip Code
February 9, 19__

The Pine Tree Hotel
Lakewood, New Jersey, Zip Code

Gentlemen:

Please reserve a room with bath for me for the weekend of February 22nd.

I will arrive on Friday, February 21st by the 12 o'clock bus.

Please send me a confirmation as soon as possible.

Yours truly,

Name

XV. BUYING CLOTHES

CONVERSATION: May I help you?
Yes, I'm looking for a sweater.
For yourself?
Yes. Size 38.
The women's department is at the next counter.
We have only junior sizes here.
Thank you.

LANGUAGE: Sizes of clothing - I WANT A SWEATER, SIZE 38.
I WANT A SUIT, SIZE 40.

Men's sizes - Suits - 36, 38, 40, 42, 44 Long, Regular, Short, Stout

Women's sizes - Dresses	Blouses	Sweaters
10	32	
12	34	
14	36	
16	38	
18	40	

LESSON: Mrs. Lynn is in the department store. She's buying a sweater and skirt for her trip. She wants a blue sweater and a tweed skirt. She can wear them to the office when she returns from her trip.

At the sweater counter, she finds that they don't have her size. She wears size 38. She goes to the women's department to get the sweater.

NEW WORDS Colors - blue, red, green, yellow, black, white
Fit - tight, loose, small, large
Articles of clothing - suits, dresses, sweaters, coats, blouses, shirts

(Demonstrate with pupils in the class.)

(Emphasize position of adjective modifier in sentence)

a white dress
a blue sweater
a black suit
a white blouse

Use of "very" and "too"

This is very tight.

This sweater is too tight. I can't button it.

The skirt is very short.

This skirt is too short. I can't wear it.

SPELLING

department
next
size
coat, suit, dress

WRITING

She 's in the department store.

She 's buying a coat.

She 's trying on a coat now.

The coat is too small.

Now she 's trying on another coat.

ORAL DRILL

Have students practice saying,

Where are the sweaters? etc.

I want a suit

What size? 38

What color? blue

LANGUAGE

Use of possessive

women's sizes

men's clothing

Mrs. Lynn's sweater

Write sentences.

XVI. BUYING CLOTHING (Cont'd.)

CONVERSATION The Shoe Department

May I help you?
Yes, I'd like a pair of comfortable shoes.
Do you see any style that you like in the window?
Yes, I like Number 258 or 259.
They come in black and beige.
I prefer beige.

- - - - - - - - -

How do they fit?
They're too tight.

- - - - - - - - -

Do you like these?
Yes, how much are they?
$8.95.
All right. I'll take them.

LESSON

Mrs. Lynn wants a pair of shoes for her trip. She needs comfortable shoes. She goes to the department store. In the window she sees a pair of good-looking shoes. After she tries them on, she finds that they're not comfortable. They're too tight. She tries on a larger size. These are very comfortable. She buys them.

NEW WORDS

a pair of shoes
comfortable
prefer
beige
style

sizes of women's shoes
4, 5, 6, 7, 8, 9, 10

width - A, B, C, D

LANGUAGE - do not (don't)

Put this chart on the blackboard.

The shoes	DO NOT (don't)	fit.

Have students substitute other words to go in boxes 1 and 3, for example

My friends	come to school
My children	smoke.
They	speak English.

Now have them read the entire sentence, i.e.,

"My friends do not (don't) come to school."

Provide adequate drill on this form before going to does not. (doesn't)

SPELLING - Note changes in words ending in -y (preceded by a consonant)

try - tries

Can you give other words that change in this way?

cry - cries is another example

wear shoes

fit

pair

comfortable

I wear comfortable shoes.

How much are those shoes?

These shoes do not fit.

They're too tight.

I want a pair of comfortable shoes.

WORD GAME

Have students take part of clerk and customer - buying shoes - emphasize the following:

What size do you wear?	I don't know
What color do you want?	I want black (brown, white, beige).
Do you like this style?	Yes, I like the style, but I prefer another color.
How do these fit?	They're too tight.

XVII. AN APARTMENT

CONVERSATION

Are you the superintendent?
Yes, I am.
I would like to see the apartment that was advertised.
It's on the fourth floor.
I'd like to see it.
Come this way, please.

LANGUAGE

I would like (used in connection with shopping, too)
(I'd like may be substituted for this)

In question form - we say

"Would you like to see the apartment?"

LESSON

Mrs. Lynn needs a larger apartment. There's one advertised in the newspaper. This is the ad:

APT. UNFURN.
4 large rooms. $85. gas incl.
Apply Supt. 10 Maple Street.

When she went to the building, she saw the superintendent. He showed her the apartment. It was on the fourth floor. There was no elevator. The rooms were large. The building seemed clean and quiet. She decided to take the apartment. She paid a deposit and signed a lease. She will move in on the first of next month.

What do we mean? (Bring in sample ads from the newspaper)

Furnished - Unfurnished
Gas & elec.(g&e)
reasonable
airy
kitchen privileges

The Apartment

NEW WORDS

Rooms -	kitchen	Other parts - foyer
	bathroom	hallway
	living room	elevator
	bedroom	stairs
	dinette	incinerator
Signs	Vacancy	
	Furn. Apt.	
	Supt.	
	Exit	

Use pictures to show furnishings of an apartment

Use newspaper "ads" (to be read aloud by students) to give practice in the pronunciation of these words

Duplicate typical "ads" on supplementary reading sheets or on the blackboard.

SPELLING

apartment
clean
quiet
neighborhood

WRITING

A friendly letter - show correct form

address
City, State, Zip Code
Date

Dear Rose,

This is just a short note to tell you that I am going to move at the end of this month.

After October 1st, my address will be

15 State Street

I was lucky to get a larger apartment. Now I'll have room to entertain my friends. As soon as I'm settled, I'll get in touch with you so that you can see my new apartment.

The neighborhood is very nice and the apartment is just what I wanted.

Sincerely,

ORAL PRACTICE

Have students dramatize - looking for an apartment. Use some of the following expressions:

I would like to see the vacant apartment.

How much is the rent?

Are gas and electricity included?

Is there an elevator?

XVIII - AT THE BANK

CONVERSATION

May I help you?
I would like to open a bank account.
Have a seat. Someone will help you.
Thank you.

LESSON

Develop with class by bringing in an "ad" descriptive of bank services or one which shows interest paid.

Mrs. Lynn would like to open a bank account. She saw an ad in the newspaper, like this:

MAKE YOUR MONEY WORK FOR YOU!
5% Interest Paid.
Save Regularly. Open a savings account today
at the City Bank.

When she went to the bank, she saw a sign NEW ACCOUNTS HERE. A clerk helped her to fill out a card. She deposited $10. When she got her bankbook, it showed the date and the deposit on the first line.

LANGUAGE

Use of would with like - Repeat the following sentences
- I would like to open an account.
What would you like to do?
Would you like to go to the movies?
Mrs. Lynn would like to save money.

Put in the correct form:

I would _____ to speak better.

You _____ _____ to save money.

John _____ _____ to play the piano.

VOCABULARY

Review words that appear on form needed to open a bank account:

Name _____
(last) (first)

Address _____

Date of Birth _____

Place of Birth _____

Employer

(If married woman, husband's employer)

References

Signature _____

NEW WORDS:

savings account
checking account
references
deposit
identification
withdraw

Expressions

to open an account
a deposit slip
a withdrawal slip
to deposit some money

WRITING

I would like to cash a check.

I would like to open a savings account.

Fill out this form.

I would like to deposit some money.

I would like to deposit this check.

Here's my identification.

INDIVIDUAL PLACEMENT TEST FOR NON-ENGLISH SPEAKERS

Oral Reception and Production

CONCEIVED AND WRITTEN BY
Alice Perlman, Supervisor of Instruction

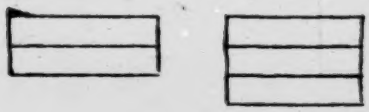
Instructions to the tester: Prepare in duplicate; place the original in student's individual record folder. Administer test in room alone with student; no interpreter and no helpful gestures should be used. Student should answer in English. If he can't he may answer in his native tongue. Questions must be asked in natural speech. Question may be repeated once. After scoring, you may explain the meaning of the question. Remember to practice good human relations by being courteous and interested in what the student tells you. Be sure to check level on bottom of page.

Student's Name _____ Date _____

Student's Address _____ Hub School _____

Level I: This is a test of the student's aural comprehension, that is how well he receives and interprets spoken English. Listen very carefully.

Questions:	Correct Answer English	Incorrect Answer Native Tongue
1. Hello, What's your name?		
2. What's your address ?	_____	
3. Do you have an apartment?	_____	
4. Are you working now ?	_____	
5. What days is today ?	_____	

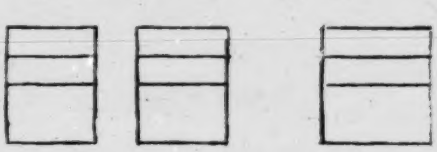


Please write your name here: _____

If all questions are answered correctly without hesitation, go on to the next level.

Level II: This is a more sophisticated test of aural comprehension combined with a test of oral production. Good English means structurally correct, not pronunciation.

Questions:	Correct Answer Good English	Correct Answer Poor English	Incorrect Answer
1. Where were you born ?			
2. Did you ever study English before ?			
3. How many years did you go to school ?			
4. If it rains on a school day/night, what will you do ?			



5. What kind of work would you like to do?

If all questions are answered correctly and if 3 out of 5 correct answers are given in good English, go on to the next level.

Level III : This is a test of free oral production. Encourage student to answer in at least three sentences. If he speaks freely and can compose a sequence of fairly correct sentences, he may be placed in Level IV. Otherwise, assign to Level III.

1. What do you like about New York ? (or city where student lives). 2. How do you think your studies here will help you ?

LINGUISTIC CONTRASTS

The emphasis on language contrasts is a key to the linguistic approach to the study of English as a Second Language. Teaching pronunciation should therefore, when possible, concentrate on dissimilarities between English and the mother tongue. Ethnic-related tendencies assuredly affect the pronunciation and intonation. The result frenquently is characteristic substitutions, omissions or faulty production of English vowel and consonant sounds; in equally typical failure to blend words or syllables (the Spanish insertion of the gratuitous e before an initial s); and in intonation patterns that may be completely foreign and often unintelligible to the native listener.

Methodology, beginning with the presentation of the model by the teacher, usually involves listening for the difference. This may mean helping the student to distinguish between the long ē as in "seat" and the short i as in "sit"; between the ed pronounced as a separate syllable, as in "needed", or as an integral part of the verb, as in "worked". Drill, both in identifying the difference and in imitating the teacher, is in the form of intralingual contrasts (feel- fill, rented - hoped).

Mastery of English speech patterns represents a major language learning problem for most of our students. The following chart of speech patterns analyzes several of the ethnic tendencies that may be anticipated from speakers of Spanish, Italian, German, and Polish (or any other Slavic tongues).

SPEECH PATTERNS

Spanish

1. Need to be taught to eliminate the sound of l before a final s.

2. Need to differentiate between:
v and b
s and th
d and th
s and z

3. All vowels in Spanish are usually strong.

4. Almost every syllable in Spanish has equal emphasis.

5. Spanish speakers must be taught strong and weak forms and correct intonation patterns.

Italian

1. Have difficulty in pronunciation of h.

2. Cannot distinguish between long and short vowels.

3. Cannot distinguish between:
th, t or d.

4. Trilling of r should be corrected.

5. Often add gratuitous vowel sounds to final consonants or medial consonants:
apple vs. appela.

Germanic

Chiefly a problem of differentiation between:
v and w
p and b
t and d
t and th
d and th
r and w
f and v
s and z
z and th
s and sh
s and th

Polish and Other Slavic Tongues

1. Like Spanish, Polish and other Slavic tongues are unstressed languages and every syllable is pronounced and all vowels are strong.

2. They frequently substitute:
d or t for th
v for w
y for i

3. Have strong trill for r.